August 31, 1988

# 1988-89

# Brandeis University Bulletin

Graduate School of Arts and Sciences









#### Graduate School of **Brandeis University** 1988-89 Arts and Sciences Waltham, Massachusetts Table of Contents 2 Academic Calendar 15 Student Services 4 Brandeis University Academic Schools, Research Centers and Institutes 5 Graduate School of Arts and Sciences 18 Areas of Study and Courses 6 Admission 151 University Organization 7 Foreign Students 152 Board of Trustees 7 Requirements for the Degree

Section 2B of Chapter 151C of the Massachusetts General Laws provides that: Any student [...] who is unable, because of his religious beliefs, to attend classes or to participate in any examination, study, or work requirements on a particular day shall be [so] excused..., and shall be provided with an opportunity to make up such examination, study, or work requirement which he may have missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged ... for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of his availing himself of the provisions of this

section.'

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Volume XXXIX. Number 2. August 1988 The Brandeis University Bulletin ISSN 0274-9653 is published four times a year, twice in August and once each in September and March by Brandeis University, 415 South Street, Waltham, Massachusetts 02254-9110.

Entered as second class matter at the Post Office at Boston, Massachusetts. Postmaster: Send address changes to Brandeis University Bulletin, P.O. Box 9110 Waltham, Massachusetts 02254-9110. It is the policy of Brandeis University not to discriminate against any applicant on the basis of race, color, religion, sex, sexual or affectional preference, age, national origin, veteran or disability status. The University operates under an affirmative action plan and encourages minorities and women to apply, both in terms of employment and to all the rights, privileges, programs and activities generally accorded or made available to its students. Inquiries concerning discrimination may be referred to the Assistant to the President for Affirmative Action, Gryzmish Building, Brandeis University and/or to the Director, Office for Civil Rights, U.S. Department of Education, Washington, D.C.

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Programs, requirements, fees and other information are set forth here in as they exist at the date of this publication. Brandeis University reserves the right to make changes without notice.

## Academic Calendar 1988-1989

Fall Term			Tuesday	December 13	Last day of instruction.	
			Wednesday	December 14	Study day.	
Tuesday	August 30	Returning students register. Fees are payable in full at this time. Students who register later will be fined \$10.	Thursday through Thursday	December 15 December 22	Examination period. Winter Recess begins after last examination.	
Wednesday			Tuesday	January 3, 1989	Fall Term grades due and Incompletes from Spring Term 1988, Final day for faculty certification that February master's candidates have	
Thursday	September 1	Opening day of instruction in courses.			completed degree requirements, including language(s)	
Monday	September 5	No University Exercises.			and theses, and that Ph.D. candidates have defended dissertations. Final day for February degree candidates to discharge any financial indebtedness to the University.	
Monday and Tuesday	September 12 and September 13	No University Exercises.				
Tuesday	September 20	Final day for filing Study Cards. No program changes for Fall Term may be				
	made after this date. Friday Janu		January 6	Final day for admission to		
Wednesday	September 21 September 22	No University Exercises. Brandeis Wednesday. Wednesday class schedule in effect.			candidacy and for completion of language requirements for students expecting t earn the Ph.D. in Ma 1989. Final day for	
Thursday						
Monday	September 26	No University Exercises.			February doctoral candidates to deposi dissertations at the Graduate School Office.	
Monday	October 3	No University Exercises.				
Tuesday	October 4	Brandeis Monday. Monday class schedule in effect.	Spring Term			
Friday	November 11	No University Exercises.	Friday	January 13	Registration for students entering in Spring Term.	
Wednesday	November 23	Brandeis Monday. Monday class schedule in effect.			Registration procedures begin for returning students.	
Thursday and Friday	November 24 and November 25	No University Exercises.	Monday	January 16	No University Exercises.	
Thursday	December 1	Last day for February degree candidates to submit	Tuesday	January 17	First day of instruction in courses.	
	penultimate copies of dissertations to department chairs and to file Application for	Tuesday	January 31	Last day for filing Study Cards, No program changes may be made after this day.		
		Degree with Graduate School Office.	Wednesday	March 1	Final day for filing Application for Financial Aid for 1989-90.	

Monday through Friday	March 6 March 10	Mid-term Recess.	Thursday through Thursday	April 20 April 27	Spring Recess.
Monday	March 13	Last day for May degree candidates to submit penultimate copies of dissertations to department chairs and to file	Tuesday	May 2	Brandeis Thursday. Thursday class schedule in effect. Last day of instruction.
		Application for	Wednesday	May 3	Study day.
		Degree with Graduate School Office.	Thursday through Thursday	May 4 May 11	Final examination period.
Monday	April 3	Final day for master's candidates to complete foreign language requirement(s) for May degree. Final day for completion of	Monday	May 8	Final date for May doctoral degree candidates to deposit dissertations at the Graduate School Office.
		language requirements for students expecting to earn the Ph.D. in February 1990.	Monday	May 15	Grades due for all degree candidates no later than 10 a.m. Final day for faculty certification that
Tuesday	April 18	Final day for faculty certification that May Ph.D. candidates have defended			master's candidates theses have been accepted.
		dissertations. Final	Sunday	May 21	Commencement.
	day for May degree candidates to discharge any financial indebtedness to the University.	Tuesday	May 30	All Spring Term grades due and Incompletes from Fall Term.	

#### Major Religious Holy Days Involving the Christian and Jewish Calendars During 1988-89

Monday and Tuesday	September 12 and 13	Rosh Hashanah
Wednesday	September 21	Yom Kippur
Monday	September 26	Sukkot
Monday	October 3	Shimini Atzeret
Sunday	December 25	Christmas
Sunday	December 25	Orthodox Christma

## Policy of Brandeis University pertaining to religious observances:

In constructing the academic calendar, religious holy days will not be the sole factor in determining days on which classes will be held or suspended. It is the policy of the University, however, that students be encouraged to observe their appropriate religious holy days, that instructors strive to facilitate this by allowing absence from classes for such purposes and by trying to insure that no examinations, written reports, oral reports, or other mandatory class assignments are scheduled for or due on such holy days; and that instructors provide ample opportunities for such students to make up work missed on such occasions without penalty.

#### Spring Term

Friday	March 24	Good Friday
Sunday	March 26	Easter
Thursday	April 20	Passover
Friday	April 28	Orthodox Good Friday
Sunday	April 30	Orthodox Easter

## Brandeis University

## Accreditation Statement

Founded in 1948, Brandeis University is recognized as one of the finest private liberal arts universities in the United States. It received accreditation within five years, the shortest possible time, and was awarded recognition by Phi Beta Kappa in 1961, only 13 years after founding—the youngest institution to be so honored in more than 100 years. It is the only Jewish founded, nonsectarian institution of higher learning in America and was named for United States Supreme Court Justice Louis Dembitz Brandeis (1856-1941).

Of the approximately 2,000 accredited colleges and universities in the nation, Brandeis is one of only 100 recognized as research universities. It has been accepted to membership in the Association of American Universities, a 56-member association of major research universities founded in 1900 and is accredited by the New England Association of Schools and Colleges. Because of its research capabilities and small size, Brandeis is able to combine the breadth and range of academic programs usually found at much larger universities with the intimate educational atmosphere of an undergraduate college.

For full information on the undergraduate curriculum, see the Bulletin of the College of Arts and Sciences.

Brandeis University is a community of scholars and students united by their commitment to the pursuit of knowledge and its transmission from generation to generation. As a research university, Brandeis is dedicated to the advancement of the humanities, arts, social, natural and physical sciences. As a liberal arts college, Brandeis affirms the importance of a broad and critical education in enriching the lives of students and preparing them for full participation in a changing society, capable of promoting their own welfare, yet remaining deeply concerned about the welfare of others.

In a world of challenging social and technological transformation, Brandeis remains a center of open inquiry and teaching, cherishing its independence from any doctrine or government. It strives to reflect the heterogeneity of the United States and of the world community whose ideas and concerns it shares. In the belief that the most important learning derives from the personal encounter and joint work of teacher and student, Brandeis encourages both undergraduates and postgraduates to participate with distinguished faculty in research, scholarship and artistic activities.

Brandeis was founded in 1948 as a nonsectarian university under the sponsorship of the American Jewish community to embody its highest ethical and cultural values and to express its gratitude to the United States through the traditional Jewish commitment to education. By being a nonsectarian university that welcomes students and teachers of every nationality, religion and political orientation, Brandeis renews the American heritage of cultural diversity, equal access to opportunity and freedom of expression.

The university that carries the name of the Justice who stood for the rights of individuals must be distinguished by academic excellence, by truth pursued wherever it may lead and by awareness of the power and responsibilities that come with knowledge.

As adopted at the meeting of the Board of Trustees, December 6, 1984.

Brandeis University is accredited by the New England Association of Schools and Colleges, Inc., a nongovernmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction.

Accreditation of an institution by the New England Association indicates that it meets or exceeds criteria for the assessment of the institutional quality periodically applied through a peer group review process. An accredited school or college is one that has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity also is addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or program offered or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the status of an institution's accreditation by the New England Association should be directed to the Office of the Provost and Dean of the Faculty, Brandeis University, P.O. Box 9110, Waltham, MA 02254-9110. Individuals may also contact the Association: Commission on Institutions of Higher Learning, New England Association of Schools and Colleges, Inc., The Sanborn House, 15 High Street, Winchester, MA 01890, 617-729-6762.

## The Graduate School of Arts and Sciences

#### History and Organization

The Graduate School of Arts and Sciences was formally established in 1953 when the University's Board of Trustees authorized graduate study in the departments of Chemistry, Music, Psychology and Near Eastern and Judaic Studies. The general direction of the Graduate School is vested in a Graduate Council of the Faculty composed of the president and the dean of the faculty, ex-officio; the dean of the Graduate School; and one representative, usually the chair, of each of the several University departments and committees offering graduate instruction. The members of the Graduate Council are appointed by the president on the recommendations of the dean of the Graduate School. The functions of the Graduate Council, exercised in consonance with University policy, are to determine requirements for admission; to provide programs of study and examination; to establish and maintain requirements for graduate degrees; to approve candidacy for degrees; to make recommendations for degrees; to make recommendations for new areas of graduate study; to lay down such regulations as may be considered necessary or expedient for governing the Graduate School; and to exercise a general supervision over its affairs. The dean of the Graduate School is the chair of the Graduate Council and the chief executive officer of the Graduate School.

## Objectives

The underlying ideal of the Graduate School is to assemble a community of scholars, scientists and artists, in whose company the student-scholar can pursue study and research as an apprentice. This objective is to be attained by individualizing programs of study, restricting the number of students accepted, maintaining continual contact between students and faculty, and fostering the intellectual potential of each student. The graduate programs are designed to educate broadly as well as train professionally.

Degrees are granted on the evidence of intellectual growth and development, rather than solely on the basis of formal course credits. Fulfillment of the minimum requirements cannot, therefore, be regarded as the sole requisite for degrees.

#### Areas of Graduate Study

During the academic year 1988-1989, graduate programs will be offered in the following areas:

- 1. Anthropology
- Biochemistry
   Biology
- Biophysics 5. Chemistry
- 6. Comparative History
- 7. Computer Science 8. English and American Literature
- 9. History of American Civilization
- 10. International Economics and Finance
- 11. Jewish Communal Service
- 12. Joint Program of Literary Studies
- 13. Mathematics
- 14. Music
- 15. Near Eastern and Judaic Studies
- 16. Physics
- Politics
- 18. Psychology and Cognitive Science
- 19. Sociology 20. Theater Arts

#### Graduate School

The Graduate School office is located in the Rabb Graduate Center. The office is open Monday through Friday from 9 A.M. to 5 P.M. All requests for information, catalogs and application forms should be addressed to the Dean of the Graduate School of Arts and Sciences, Brandeis University, P.O. Box 9110, Waltham, MA 02254-9110.

## University Libraries

The Brandeis University Libraries, consisting of the Main Library and the Gerstenzang Science Library, have combined collections of 800,000 volumes, 700,000 microforms, 270,000 U.S. documents, 7,100 serials and

The Main Library, composed of the Bertha and Jacob Goldfarb Library, the Leonard L. Farber Library and the Rapaporte Treasure Hall, houses collections supporting the humanities and the social sciences; Judaica and creative arts. In addition, the library is a selective government document depository, emphasizing labor, health, politics and statistics. There is also a legal reference collection, providing sources on both the state and federal levels.

The Judaica department's reading room houses one of the country's most important collections of reference materials and basic texts pertaining to Judaic and Islamic studies, the ancient Near East, and the modern Middle East. Current periodical indexes relating to these disciplines are also housed in the reading room.

The Farber Library features a multilevel undergraduate study center which includes individual study areas, study alcoves, group study rooms and the Writing Center. The Norman and Rosita Winston Creative Arts Center houses the collections and facilities in music and fine arts. Over 15,000 volumes. emphasizing scholarly editions in medieval Renaissance and baroque music, make up the musical score collection. In addition, there is a 1500-volume creative arts reference collection. The sound recording collection contains over 16,000 discs, tapes and cassettes with facilities to accommodate 72 listeners.

The Rapaporte Treasure Hall is the home of the Special Collections Department and the Vito Volterra Cultural Center. This section includes the rare books collection, the manuscript collection and some Brandeis archival material. Among the most important collections are the Spanish Civil War collection, the Leonardo Da Vinci collection, the Vito Volterra collection on the History of Science and Mathematics, the McKew-Par Collection on Magellan and the Age of Discovery, and the Justice Brandeis Collection.

The Gerstenzang Science Library, located within the science complex to allow convenient access by its users, contains the collections supporting the physical and natural sciences and mathematics. Containing more than 100,000 volumes and over 900 periodical subscriptions, the library is a reference and research facility for the science complex, providing materials for advanced independent work as well as supporting instructional programs. The Brandeis University Libraries use an integrated automated system known as LOUIS (Library Online User Information System). As an online catalog, it offers access to most of the library materials in the University Libraries through terminals located around the library.

Special services are available in the libraries to assist in the research process. Librarians provide computerized literature searches of databases on a cost recovery basis. Access is available through BRS, Dialog, NLM (National Library of Medicine) and CAS (Chemical Abstracts Service). Orientation to the libraries and instruction in the use of the collections are available by request at the reference desks. The Interlibrary Loan Service provides books or photocopies of materials not owned by the University Libraries. Brandeis is a member of the Boston Library Consortium, composed of 12 academic and research institutions in the Boston area, The consortium provides virtually free interlibrary loans, a union list of serials and cooperative access to collections.

## Admission

As a rule, only well-qualified men and women who have completed the normal four-year program leading to the bachelor's degree will be considered for admission to the Graduate School. Graduates of foreign schools and others who have completed the equivalent of a bachelor's degree program may apply, describing the educational program they have completed.

#### Testing

Applicants for admission to the graduate programs in biochemistry, biophysics, politics and psychology are required to take the Graduate Record Examination, including the aptitude test portion and preferably one advanced test in a field related to the proposed area of graduate study. Applicants to the International Economics and Finance program must submit results of either the GRÉ or GMAT. Applicants to the Jewish Communal Service program must submit the results of either the Graduate Record Examination or the Miller Analogies Test. All other applicants are urged to take the Graduate Record Examination. In order for the results of the Graduate Record Examination to be considered, the applicant should take the examination no later than January preceding the academic year for which application is made. Information concerning the Graduate Record Examination is available from the Educational Testing Service, Princeton, N.J. 08541-6155.

Foreign students, regardless of field of graduate study, are required to take the Test of English as a Foreign Language (TOEFL), Test of Written English (TWE) and Test of Spoken English (TSE) unless English is their first language. Applications for admission to the test should be made to TOEFL, Educational Testing Service, Princeton, N.J. 08541-6155, U.S.A. The test is administered at various established centers abroad.

## Application

Specific requirements for each graduate program are to be found under the appropriate headings in this catalog. Each applicant should consult these requirements before filing an application. A student may apply to only one graduate department or program. Applicants to the Graduate School should write to the Dean of the Graduate School of Arts and Sciences, stating which program of study he or she wishes to enter. A catalog and appropriate forms will be forwarded to the applicant. The "Application for Admission" should be completed and returned in duplicate as soon as possible. Applicants requesting financial aid must file a GAPSFAS form. Closing dates for receipt of applications by the several graduate departments are included with the application materials.

Applications for admission for the spring term must be filed by December 1. Students are not usually admitted at midyear, and those who do gain admission are not normally eligible for financial aid.

All applicants must arrange to forward, in duplicate, official transcripts of all undergraduate and graduate work. In addition, they must have forwarded, on forms provided by the Graduate School, two letters of recommendation, preferably from professors with whom they have studied in their proposed area of study. Applicants who have engaged in graduate study elsewhere should request at least one of the recommendations from a professor with whom they have done graduate work.

Many departments also require the submission of samples of work as well as the materials described above. Applicants should consult departmental requirements in a later section of this catalog for enumeration of additional materials to be submitted.

All applications must be accompanied by the application fee, payable by check or money order to Brandeis University. No application will be processed until this fee is paid.

#### Admission Procedure

All applicants are considered on a competitive basis. The number of students admitted each year in each department is limited so that the Graduate School may operate effectively under its distinctive principles of individualized study and apprenticeship. Consequently, admission may sometimes be denied to qualified persons. Meeting the minimum standards of admission merely qualifies the applicant for a place in the group from which final selections will be made. Selections are based on the applicant's ability to do graduate work of high quality, as shown by: the distinction of his or her previous record, particularly in the proposed area of study; the letters of recommendation submitted in support of the application; and his or her presumed adaptability to the particular graduate programs offered by Brandeis University. In addition, knowledge of foreign languages, relevant practical experience in the field, samples of work, the results of the Graduate Record Examination and indications of character are considered.

Each application for admission with all supporting records is first examined by the appropriate department or committee. The department or committee recommends to the dean of the Graduate School which applicants should be selected for admission and for financial aid. The dean reviews all applications in the light of departmental recommendations, and informs each applicant of the results in April.

#### Acceptance

A student who has been accepted for admission to the Graduate School will be notified by a letter specifying the date by which he or she must accept the offer of admission and awards, if any. If a student selected for admission indicates that he or she does not intend to accept the offer or fails to reply by the date specified, the admissions offer becomes void and another applicant may be accepted.

Brandeis University subscribes to the "Resolution Regarding Scholars, Fellows, Trainees and Graduate Assistants" of the Council of Graduate Schools in the United States. The resolution states:

"Acceptance of an offer of financial aid (such as a graduate scholarship, fellowship, traineeship or assistantship) for the next academic year by an actual or prospective graduate student completes an agreement which both student and graduate school expect to honor. In those instances in which the student accepts the offer before April 15 and subsequently desires to withdraw, the student may submit in writing a resignation of the appointment anytime through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer. It is further agreed by the institutions and organizations subscribing to the above Resolution that a copy of this Resolution should accompany every scholarship, fellowship, traineeship, and assistantship offer."

Students who are accepted must provide the Graduate School Office with an official final transcript of their undergraduate record and of any graduate work in process at the time of acceptance. In addition, students who are accepted are required to complete and return a medical questionnaire and a health insurance form, which will be sent during the summer. Registration is conditional upon receipt by the University Health Office of these required forms.

If, after having been admitted, a student cannot attend, he or she should notify the dean of the Graduate School as soon as possible. If such students are to be admitted for a subsequent academic year, they must request reactivation of their applications at the appropriate time, and bring them up to date.

## Foreign Students

# Requirements for the Degree

Applicants who have been denied admission may reapply in a later year, particularly if they have had further training which would strengthen their applications or if they can submit additional letters of recommendation.

Admission to the Craduate School does not imply that the successful applicant has been accepted as a candidate for a graduate degree. Superior performance at Brandeis University is essential. Admission to candidacy for the M.A. or M.F.A. is granted by the graduate department or committee administering the program of study. Admission to candidacy for the Ph.D. is granted by the Graduate Council on the recommendation of the department or committee administering the program of study.

#### Readmission

Admission is valid only for one academic year. A student's record is reviewed annually, and he or she may be denied readmission. Students completing the requirements for the M.A. or M.F.A., and students who already hold a master's degree but who have not yet been admitted to candidacy for the doctorate, must make formal application for readmission by the first business day in March. The readmission application must be filed with the Graduate School Office.

Graduates of foreign colleges and universities who have the equivalent of an American bachelor's degree, and foreign students who have been graduated from American universities may compete for admission and financial assistance at Brandeis, which is authorized under Federal law to enroll nonimmigrant alien students.

Applications must be completed and returned by February 1 of the year in which the student seeks fall admission. Successful applicants will be notified as soon as possible.

Entrance Examinations. All applicants whose native language is not English must take the Test of English as a Foreign Language (TOEFL), Test of Written English (TWE) and Test of Spoken English (TSE); thorough competence in English is required for study at Brandeis. All applicants are urged to take the Graduate Record Examination (GRE). They should consult this catalog for the departments which may require this examination. For information concerning the administration of both these examinations, applicants should write to the Educational Testing Service, Princeton, N.J. 085541-6155.

Financial Aid. Financial aid in the form of scholarships, fellowships, teaching assistantships and research assistantships is available to only a few of the most outstanding students. In any case, the total assistance offered usually covers only a small proportion of the student's total annual expenses. Hence the students, when applying for admission, should indicate a means of financial support. At least \$7,000 in United States currency is necessary to cover living costs for the nine-month academic year, exclusive of expenses for tuition, travel and summer or vacation periods.

Employment. The regulations of the United States Immigration and Naturalization Service limit strictly the amount of paid work that a student from abroad may do. During the summer vacation, INS may permit a student to obtain off-campus employment. However, such permission cannot be guaranteed. Students must petition on special United States government forms, through the Office of International Programs, for permission to accept such employment.

The following general requirements apply to the awarding of graduate degrees in all areas of study. For specific program requirements students should consult the appropriate section of this catalog.

#### Master of Arts

In order to qualify for a master's degree, the student must complete the equivalent of one full year of graduate study at Brandeis University, ordinarily computed at a minimum of eight semester courses of approved study. Departments may, at their option, require more than eight semester courses of graduate study. Departments offering master's programs may require that the candidate demonstrate a reading knowledge of at least one foreign language and pass satisfactorily a general or qualifying examination which, at the department's discretion, may be in one or more parts and may be written, oral or both. Where a thesis is required for the master's degree, two copies must be submitted to the department chairman in final form no later than the first Friday in January for a February degree or May I for a May degree.

The master's degree must be earned within four years from the inception of graduate study at Brandeis University.

#### Master of Fine Arts

In order to qualify for the degree of Master of Fine Arts in Music, the candidate must complete with distinction 12 semester courses at the graduate level, and must meet the specific requirements for the degree as set forth under the Music department, Requirements for the M.F.A. Degree, in a later section of this catalog. Two copies of the thesis or composition must be submitted to the department chairman in final form no later than the first Friday in January for a February degree or May 1 for a May degree.

In order to qualify for the degree of Master of Fine Arts in Theater Arts, the candidate must complete the equivalent of 16 semester courses at the graduate level and must meet the specific requirements for the degree outlined under Theater Arts, Requirements for the M.F.A. Degree, in a later section of this catalog. Students enrolled for specialization in dramatic writing must submit two copies of a play in final form in lieu of a thesis.

The Master of Fine Arts degree must be earned within five years from the inception of graduate study at Brandeis University.

## Doctor of Philosophy

In order to qualify for the degree of Doctor of Philosophy, a student must ordinarily complete a minimum of three years of graduate study, including two full years of residence and a third year devoted to the preparation of a doctoral dissertation. Under certain conditions, credit for advanced standing will be granted for work taken in residence in graduate schools of other universities. Each department or committee reserves the right to require prospective candidates for the degree to perform work in excess of its minimum standards to assure thorough mastery of the area.

Prospective candidates may be required to demonstrate proficiency in at least one foreign language. In all areas of study the student must satisfactorily pass a general or qualifying examination which, at the department's discretion, may be in one or more parts and may be written, oral or both. In addition, all prospective candidates must write a doctoral dissertation and defend it in a final oral examination.

To be eligible for the Ph.D. degree in a given year, the student must have (1) been admitted to candidacy for the doctorate, (2) completed all residence requirements and (3) passed all language and qualifying examinations, by the close of the semester preceding the semester in which the degree will be conferred.

Students entering Brandeis University with no previous graduate work must earn the doctorate within eight years from the inception of study. Students who are granted credit for a year of graduate work completed elsewhere must earn the degree within seven years from the inception of their study at Brandeis.

## Language Requirements

There is no University requirement for foreign language competency at either the master's or doctoral level.

Each department or program determines which languages are acceptable as satisfying its foreign language requirement. Some departments may not require foreign language competency, while others may set requirements which will vary within the subfields offered by those departments.

In departments where languages are required, students are expected to satisfy the requirement as soon as possible. Completion of this requirement at another university does not satisfy the Brandeis requirement.

For specific requirements of each department or program, consult the departmental listing in the following section of this catalog.

## Admission to Candidacy

A student who (a) has demonstrated a knowledge and mastery of the subject matter of the field at a level satisfactory to the department or committee, (b) has passed all departmental qualifying examinations, (c) has indicated a capacity for independent research of high quality and (d) has completed satisfactorily all specific department or committee requirements for admission to candidacy may, at the recommendation of the department or committee, be admitted under the rules of the Graduate Council to candidacy for the degree of Doctor of Philosophy. In order to be eligible for the degree, the student must be admitted to candidacy at least one semester before it is awarded.

## Application for Graduate Degrees

Candidates for the M.A., M.F.A. and Ph.D. degrees must file with the Graduate School Office an application for the degree no later than December 1 for a February degree and no later than March 1 for a May degree and no later than March 1 for a May degree of the academic year in which the degree is to be conferred. Upon written recommendation from a candidate's department or committee that the application be approved, the record will be reviewed by the Graduate Council which recommends the student to the University's Board of Trustees for the award of the degree. In case of failure or withdrawal from candidacy in any year, the student must reapply by filing a new application in a later year.

## Dissertation and Final Oral Examination

When a student is ready to embark upon the preparation of a doctoral dissertation, a Dissertation Reading Committee of no less than three faculty members, at least one of whom is a tenured member of the faculty, will be appointed by the chairman of the student's department. The student's principal advisor will serve as the chairman of this committee. The Dissertation Reading Committee will guide the research for and preparation of the dissertation. When this committee certifies its approval of the dissertation to both the dean of the Graduate School and the chairman of the student's department, the latter, with the approval of the dean of the Graduate School, will appoint a Dissertation Examining Committee to preside over the student's Final Oral Examination and will notify the candidate of

the time and place of the Final Oral Examination at least three weeks prior to the scheduled date of the examination. Two copies of the dissertation, as well as an abstract of no more than 350 words, should be submitted to the Dissertation Reading Committee for approval. The style and format of the dissertation is determined by each department.

The dissertation, when approved by the readers, must then be deposited in the department office where it will be available for inspection by all interested members of the faculty for at least two weeks prior to the Final Oral Examination.

The department will publish in The Brandeis Reporter the time and place of the candidate's Final Oral Examination and the title of the doctoral dissertation. The Final Oral Examination will be open to any member of the faculty engaged in graduate instruction and to invited faculty members from other institutions.

The Dissertation Examining Committee, recommended by the department chairman and approved by the dean of the Graduate School, must be composed of a minimum of three faculty examiners, at least one of whom shall be a tenured member of the faculty and one of whom shall be from a graduate department outside the student's own, in a related area.

The examination may be restricted to a defense of the dissertation, or may cover the whole field of the dissertation. The candidate will be notified by his or her department or committee of responsibility for coverage prior to the examination.

A report, signed by the Dissertation Examining Committee, certifying the candidate's successful performance on the Final Oral Examination, will be submitted to the dean of the Graduate School.

If the Dissertation Examining Committee requires substantial revisions of the dissertation text, the revisions must be completed and accepted by the Committee within six months of the dissertation defense, otherwise the dissertation will be redefended.

## **Academic Regulations**

#### Deposit and Publication of Dissertation

No later than the dates specified in the current Academic Calendar for February and May degrees, the candidate must deposit two copies of the finished dissertation, including the original typescript, in a state suitable for microfilm and Xerox publication. Both copies of the dissertation must have the signed approval of the dissertation supervisor and readers. One copy will be retained by the library, the other will be returned to the student, both bound. The candidate must also submit two copies of an abstract of the dissertation, not exceeding 350 words, which has been approved by the dissertation supervisor.

A detailed statement of the Graduate School publication regulations is available from the Graduate School Office. See also the statement in this catalog, under Fees, on the Final Doctoral Fee

#### Registration

Every resident student must register in person at the beginning of each semester, whether attending regular courses of study, carrying on research or independent reading, writing a thesis or dissertation, or utilizing any academic service or facility of the University. Students who have completed their residence requirements and who wish to utilize any academic service or facility of the University must also register.

There is a charge of \$10 if registration is not completed at the time specified in the Academic Calendar.

Registration consists of payment of all fees for the semester and filing a Registration Card and other duly completed required forms. Program Cards are filed at a later date.

#### Program of Study

Before filing a Program Card, the student should plan a program of study in consultation with the chairman of the department. All courses for which the student registers for credit must be listed on the Program Card.

Audited courses must also be listed, noted as "audit," and the Program Card must be signed by instructors of such courses.

Graduate students may not register for an undergraduate course (numbered below 100) for degree or residence credit unless they secure the signed approval of both the instructor of that course and their department chairman or graduate advisor. The student must then petition the dean of the Graduate School for the desired credit and must receive approval before or at the time of registration. Credit will not be given for undergraduate courses taken to make up deficiencies in the student's preparation for a program of graduate studies, nor will credit ordinarily be given for language courses that are not part of the student's program of studies. Under no circumstances may a student receive credit toward completion of degree or residence requirements for courses undertaken to aid in the completion of language requirements. Scholarship students may not apply their scholarships toward the remission of tuition for undergraduate courses taken to remedy deficiencies. The completed Program Card must be signed by the department chairman before submission at registration, and the department chairman will certify whether the program of study is full-time or part-time and, if part-time whether one-quarter, one-half or threequarters time. Full-year courses must be reentered at midyear. Students wishing to drop a full-year course at midyear must petition

the dean of the Graduate School for permission, after receiving the written approval of the instructor of the course and of the chairman of their department. Students may not register at midyear for a full-year course without the written approval of the instructor of the course and their department chairman.

Program Cards are filed approximately two weeks after the opening days of instruction (see Academic Calendar for specific date) and are considered to be final.

#### **Auditing Courses**

The privilege of auditing courses without fee is extended to all regularly enrolled graduate students except special students. Special students may audit courses by paying for them at the same rate as those taken for credit. No courses may be audited without the permission of the instructor. Auditors may not take examinations or expect evaluation from the instructor. No credit is given for an audited course.

## Change of Program

Only under unusual circumstances are students allowed to drop courses after filing their Program Cards. To do so, a Course Change Card is obtained from and returned to the Graduate School Registrar. Courses must be dropped no later than one week prior to the beginning of an examination period. Each course dropped is subject to a \$10 fee.

## Registration in Terms of Time

Advanced students — those who have completed two full years of residence, either by graduate work at Brandeis or by receiving credit for graduate work done elsewhere — may register in terms of time, subject to the signed approval of their department chairman. Their Program Cards must indicate that they are registering full-time or a specific fraction thereof (one-quarter, one-half or three-quarters).

Registration in terms of time is a device that helps to individualize programs of study and permits increased freedom for independent research for advanced graduate students. Registration in terms of time frees students to pursue a program of study that partially accepts or bypasses altogether the system of formal courses, although students registering in terms of time will usually register for an advanced research or dissertation course. Their time will be spent in such research and reading as will be most beneficial to their development as scholars.

#### Absence from Examinations

Students who are absent from a midyear or final examination without an accepted excuse will receive a failing grade for that examination. No students may be excused from such examination unless for emergency or medical reasons, nor may they be excused if they were able to notify the instructor in advance and failed to do so. Cases involving absence are referred to the chairman of the department who will decide whether a make-up examination shall be allowed and will notify the registrar of the Graduate School of his/her decision. The examination must be taken within six weeks of the opening of the next semester.

#### Grades and Course Standards

Graduate students are expected to maintain records of distinction in all courses. Letter grades will be used in all courses in which grading is possible. In reading, thesis or research courses, if a letter grade cannot be given at the end of each semester or academic year, credit ("CR") or no credit ("NC") may be used.

"NC" and any letter grade below B-minus are unsatisfactory grades in the Graduate School. A course in which the student receives an unsatisfactory grade will not be counted toward graduate credit.

At the end of each academic year the registrar of the Graduate School will issue to each student a report of grades and of degree requirements satisfactorily completed.

## Incompletes

A student who has not completed the research or written work for any course may receive an "EI" (incomplete) or a failing grade at the discretion of the instructor in the course. A student who receives an "El" must satisfactorily complete the work of the course in which the incomplete was given in order to receive credit for the course and a letter grade. An incomplete, unless given by reason of the student's failure to attend a final examination, must be made up no later than the end of the term following the term in which it was received. When failure to take a final examination has resulted in an "EL," resolution of that "EI" to a letter grade must occur within six weeks of the beginning of the next semester. If a student requires additional time to settle an incomplete grade, he/she may petition the dean of the Graduate School

for an extension of time, provided the petition is signed by the instructor of the course and by the department chairman. Such a petition must be filed prior to the expiration of the deadline for making up an incomplete. An "EI" which is not resolved within the stated time limits will automatically become a permanent incomplete ("XI").

#### Credit for Work Done Elsewhere

Graduate level courses taken prior to matriculation at Brandeis University may not be counted toward fulfillment of the residence requirement for the Master of Arts degree, although a department may accept work taken elsewhere in partial fulfillment of specific course requirements for the degree. In that case, additional courses are designated to replace courses from which the student has been exempted.

A maximum of one term of residence credit for graduate level courses taken prior to matriculation may be counted toward fulfillment of the residence requirements for the Master of Fine Arts degree.

Students admitted to Ph.D. programs may file an application to have graduate level courses taken prior to matriculation counted toward fulfillment of residence requirements at this institution. A maximum of one year of residence credit may be granted. Applicants for transfer credit will not necessarily be granted the credit requested. Each department reserves the right to require of any student work in excess of its mmimum standards to assure thorough mastery of the area of study. In all cases, courses being transferred must carry a grade of "B" or better and must have been earned at an appropriately accredited institution.

After completing one term of residence at a full-time rate, or the equivalent at a part-time rate, students eligible to apply for transfer credit may do so. Forms are obtained at the Graduate School Office and are submitted to the student's department for its approval. The form is then forwarded to the dean of the Graduate School for final approval. The dean will advise the applicant of any action taken.

Credit for work at another institution taken concurrently with studies in the Graduate School must be approved for potential transfer credit by both the student's department and the dean of the Graduate School prior to registration for such courses. Such approval is granted only in unusual circumstances. Students who formally cross-register with Boston College, Boston University and/or Tufts University through the Consortium do not need prior approval from the dean's office.

## Residence Requirements

Residence requirements for all graduate degrees are computed by determining the amount of registration for credit and the tuition charges. Part-time students and teaching assistants pursuing part-time programs of study for credit complete their residence requirements when their fractional programs (one-quarter, one-half, three-quarters) total the amount required of a full-time student.

#### Master of Arts

The minimum residence requirement for all students is one academic year on a full-time graduate credit program at the full tuition or the equivalent thereof in part-time study. Transfer credit may not be applied to residence requirements for the Master of Arts degree.

#### Master of Fine Arts

The minimum residence requirement for all students in music is three semesters at a full-time rate, at the full tuition rate for each semester, or the equivalent thereof in parttime study. Residence may be reduced by a maximum of one term with approved transfer credit.

The minimum residence requirement for all students in theater arts is four semesters at a full-time rate, at the full tuition rate for each semester, or the equivalent thereof in parttime study. Residence may be reduced by a maximum of one term with approved transfer credit.

#### **Doctor of Philosophy**

The minimum residence requirement for all students is two academic years on a full-time graduate credit program for each year, at the full tuition rate for each year, or the equivalent thereof in part-time study. A maximum of one year's approved transfer credit may be granted toward residence for the Ph.D. degree.

#### Full-Time Resident Students

A full-time student is one who devotes the entire time, during the course of the academic year, to a program of graduate work at Brandeis University, to the exclusion of any occupation or employment. In exceptional cases, however, a student may accept outside employment with the approval of the department chairman.

A full-time program may include a combination of teaching and research assistance, work leading to the fulfillment of degree requirements, such as preparation for qualifying, comprehensive and final examinations, or supervised reading and research, or the writing of M.A. theses and Ph.D. dissertations, as well as regular coursework.

A full-time resident student may take as many courses for credit in any semester as are approved by the department chairman, but no student may receive credit for, or be charged for, more than a full-time program in any semester. Thus the minimum residence requirement for any degree may not be satisfied by an accelerated program of study or by payment of more than the full-time tuition rate in any single academic year.

Ph.D. candidates and students for whom the M.A. and M.F.A. degrees are terminal degrees may continue as full-time students on completion of their residence requirements by registering at the post-residence fee rate (see page 13).

#### Part-Time Resident Students

A part-time student is one who devotes less than the entire time to a program of graduate work at Brandeis University. Students may register for a credit program of one-quarter, one-half or three-quarters time. A part-time student may engage in outside employment with the permission of the department chairman.

Students wishing to pursue part-time residence study leading to a graduate degree must explain in writing, at the time they seek admission, why full-time study is not possible. Students receiving financial aid from the University, who wish to change their status from full-time to part-time residency, must file with the Graduate School Office an explanation of why full-time study is no longer possible.

#### Post-Resident Students

A graduate student who has completed residence requirements and who registers in order to utilize academic services or University facilities while completing degree requirements is a post-resident student.

#### Special Students

Properly qualified persons who wish to audit or to take courses without working for a degree will be admitted. Special students are not eligible for University loans, scholarships, fellowships, teaching or research assistantships, nor will they be considered for resident counselorships. Special students who later wish to change their status to that of part-time or full-time students working for a degree must apply for admission as resident students. They must also file a special petition if they wish credit to be accepted for any courses taken at Brandeis as special students. Credit for such coursework may be granted in exceptional cases.

#### Leave of Absence

Students who have not completed their residence requirements may petition for leave of absence. The petition must have the approval of both the chairman of the department and the dean of the Graduate School. Leaves of absence up to one year will normally be granted to students in good academic standing who present compelling personal reasons or need to do work off campus in connection with their graduate studies. Time spent on authorized leaves of absence will not be deducted from the maximum time permitted to complete degree requirements.

If for any reason a student must extend a leave of absence, he or she must request such extension in writing before the leave of absence expires. Failure to do so will result in being automatically dropped from the Graduate School roster.

#### Continuation

Graduate students who have completed residence requirements and who are not registered during the period in which they are completing degree requirements are considered Continuation Students. A student in this category is not eligible for a leave of absence, except for reason of ill health (see Fees, page 13).

#### Withdrawal

A student who wishes to withdraw from the Graduate School at any time before the end of the academic year must give immediate written notice to the department chairman and to the dean of the Graduate School. Failure to comply may subject the student to dishonorable discharge, refusal of readmission, cancellation of the privilege of securing an official transcript and, in the case of a student withdrawing within 30 days of the beginning of classes, loss of eligibility for partial refund of tuition. Such a student must pay tuition for the full semester. Permission to withdraw will not be granted if the student has not discharged all financial indebtedness to the University or has not made arrangements for subsequent payment to the satisfaction of the controller's office.

## Discipline and Student Judicial System

#### Exclusion, Dismissal or Expulsion

The University reserves the right to dismiss or exclude at any time any student whose character, conduct, academic standing or financial indebtedness it regards as undesirable. Neither the University nor any of its trustees or officers shall be under any liability whatsoever for its disciplinary action, exclusion or dismissal.

The University also reserves the right to revoke, cancel or reduce at any time any financial or honorific award made to any graduate student, for character, conduct, academic standing or financial indebtedness regarded by the University as undesirable; neither the University nor any of its trustees or officers shall be under any liability whatsoever for canceling, revoking or reducing any award.

#### Student Judicial System

The University establishes standards of student behavior and reserves the right to suspend or permanently dismiss students whose conduct warrants such action. The University will give due notice and, if requested, a hearing before the appropriate body. The Student Judicial System is administered by the Offices of Student Life and Residence Life. Standards, policies and procedures are published in the Student Handbook.

## Annual Notice to Students Brandeis University Records Policy

Annually, Brandeis University informs students of the Family Educational Rights and Privacy Act of 1974, as amended. This act, with which the institution intends to comply fully, was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings.

Students also have the right to file complaints with The Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the Act.

University policy explains in detail the procedures used by the institution for compliance with the provisions of the Act. Copies of the policy, which includes a directory of records listing all education records maintained on students by the institution, can be found in the offices of the University Registrar, the Dean of the College, the Graduate School and the Heller School. The policy is also on reserve in the Farber Library. Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of the University Registrar.

Public Notice Designating Directory Information
Brandeis University hereby designates the following categories of student information as public or "Directory Information." Such information may be disclosed by the institution for any purpose, at its discretion. Category I
Name, local address and telephone number, date of birth, class (i.e., year of graduate study).

Category II
Dates of attendance and field of
concentration at Brandeis, previous
institution(s) attended and major field of
study, awards and honors, degree(s)
conferred and date(s) conferred.

Category III
Past and present participation in officially recognized sports and activities, physical factors (height, weight, etc.).

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974, as amended. To withhold disclosure, written notification must be received by the Graduate School registrar prior to the fall term registration deadline at Brandeis University. Forms requesting the withholding of such information are available at the office of the Graduate School registrar.

Students who withhold disclosure of Category I information will not appear in the student directory published annually by the University. Brandeis University assumes that failure on the part of any student specifically to request the withholding of information indicates individual approval for disclosure.

## Fees and Expenses

Payment of tuition and other fees due on the day of registration is a part of the registration procedure. A student who is not prepared to pay such fees on the day of registration will be refused the privilege of registration.

A student who defaults in the payment of indebtedness to the University shall be subject to suspension, dismissal and refusal of a transfer of credits or issuance of a transcript.

Such indebtedness includes, but is not limited to, delinquency of a borrower in repaying a loan administered by the Student Loan Office, and the inability of that office to collect such a loan because the borrower has discharged the indebtedness through bankruptcy proceedings. If the student is a degree candidate, his or her name will be stricken from the rolls.

A student who has been suspended or dismissed for nonpayment of indebtedness to the University may not be reinstated until such indebtedness is paid in full.

Application Fee: \$25. Payable by all applicants for admission at the time the application for admission is submitted. It is not refundable. Checks and money orders should be made payable to Brandeis University. No application for admission will be processed until this fee is paid. This fee is not required of Brandeis graduates.

Tuition Fee: The fees for tuition in the Graduate School for 1988-89 are as follows:

Full-time resident students: \$12,700 per year, or \$6,350 per term.

Part-time resident students:

Per Term \$4,762.50 \$3,175.00 \$1,587.50	Per Year \$9,525.00 \$6,350.00 \$3,175.00	of Study Three-quarter One-half One-quarter	rs
\$1,587.50	\$3,175.00	One-half One-quarte	г

Special Students: \$1,590.00 per course per term.

In view of the constantly increasing costs of education, students may expect one or more tuition increases during their academic

Post-Residence Fee: Students who have completed their residence requirements and who wish to continue in residence to utilize any academic service or University facility must register at the usual tuition rates. Graduate students whose tuition is not being paid from scholarship or fellowship funds awarded by the University or other sources may petition the dean of the Graduate School for a reduction of the post-residence fee to \$725. Students who continue to utilize any academic service or University facility after having completed residence, but who have

failed to register, are subject to disciplinary action by the dean of the Graduate School. A student who is eligible for registration on the post-residence basis may file a Program Card for full-time study, in terms of courses or in terms of time or any combination thereof, provided the department chairman approves of the program of study as being a full-time program and signs the Program Card.

Mixed Tuition Fee: If a student needs to register for only a part-time program (three-quarters, one-half or one-quarter) in order to complete residence requirements, but wishes to register for additional courses or take a fuller program of study, he or she shall be charged for the part-time program needed to complete residence, plus the post-residence fee

Late Registration Fee: \$10. Payable for failure to complete registration at the time announced by the Graduate School Office.

Orientation Fee: \$5. A one-time fee payable by students entering for the first time.

Change-of-Program Fee: \$10. Payable by any graduate student who wishes to drop or add a course after deadline for filing Study Cards.

Incomplete Records Fee: \$25. Payable for failure to complete administrative requirements by date(s) specified in the Academic Calendar and/or catalog (e.g., late filing of Health Examination Report, failure to register, etc.)

Continuation Fee: \$20. Payable annually by graduate students who have completed residence requirements and who are not registered during the period in which they are preparing for the completion of degree requirements. Students in this category are not eligible for leaves of absence.

Master's Fee: \$50. A candidate for the M.A. or the M.F.A. who is subject to the Continuation Fee and who earns a degree in any semester following one in which he or she has not been in residence, shall pay the Master's Fee. The fee is chargeable only once.

Final Doctoral Fee: \$250. This fee covers all costs for the year in which the Ph.D. degree will be conferred, including the costs for the microfilm publication of the dissertation, publication of the abstract of the dissertation in *Dissertation Abstracts*, issuance of a Library of Congress number and appropriate library cards, binding two copies

of the dissertation, one for use in the University Library and one Xerox-printed copy in book form for the author. The Final Doctoral Fee covers the rental expenses for academic robes for graduation and the cost of the diploma. Students who have been in residence in their final year may deduct any tuition charges which they may have paid to the University in that final year. Students who have paid the Continuation Fee in the final year may deduct that fee from the Final Doctoral Fee.

NOTE: All candidates for the Ph.D. degree must pay the \$250 Final Doctoral Fee prior to the receipt of their degrees.

Reinstatement Fee: \$10. Payable by a student who, after withdrawal, suspension or dismissal, has been reinstated with the consent of the dean of the Graduate School.

Transcript Fee: \$2. Students, former students and graduates who request official transcripts of their records in the Graduate School are charged \$2 for each copy issued after the first one, which is free. Requests by mail for transcripts must be accompanied by a check in the correct amount, payable to Brandeis University. Transcripts will be issued only to those students whose University financial records are in order.

Diploma Fee: \$20. Payable by candidates for the M.A. and M.F.A. degrees.

Student Health Services Fee: \$260. Entitles the graduate student to use of the Health Services.

Student Insurance Fee: \$305. Payment of the Insurance Fee entitles the graduate student to participate in the benefits of the Health Insurance Program. The fee is payable at registration and no portion is refundable. Student insurance is optional for Special Students.

Student-Spouse Insurance Fee: \$520. This fee provides 12-month coverage for student and spouse in the Health Insurance Program. The fee is payable at registration and no portion is refundable.

Dependent Insurance Coverage: Although the health services offered at Stoneman Infirmary are not extended to dependents of students, an optional family health insurance plan is available to married students for a fee of \$710. Special Students are not eligible for this plan.

Parking Fee: \$25-\$70. Payable annually at fall registration for privilege of parking an automobile on campus. Fee varies with assigned parking area.

## Financial Assistance

#### Refunds

The only fee which may be refundable, in part, is the tuition fee. No refund of the tuition fee will be made because of illness, absence or dismissal during the academic year. If a student withdraws, he or she may petition the dean of the Graduate School for a partial refund of tuition in accordance with the following:

1. Tuition:

Withdrawal: before the opening day of instruction: 100% of semester tuition. On or before the second Friday following the opening day of instruction: 75% of semester tuition.

On or before the fifth Friday following the opening day of instruction: 50% of semester tuition.

After the fifth Friday following the opening day of instruction: no refund.

2. Scholarship:

In the case of a scholarship student who withdraws, the student's account will be credited with the same proportion of the semester scholarship as charged for tuition: 25% if the student leaves on or before the second Friday; 50% on or before the fifth Friday; and 100% thereafter. The balance of the scholarship will be canceled.

To help students whose records indicate scholarly promise, the University makes available special scholarships and fellowships and a variety of awards and work opportunities. No student is eligible for aid without filing with the Graduate School Office a standard financial aid form (GAPSFAS). All scholarships and fellowships are granted for one academic year; therefore, a registered student who holds a scholarship or fellowship must apply annually for a renewal by filing the "Application for Financial Assistance."

All awards are granted and accepted with the understanding that they may be revoked or reduced at any time for undesirable conduct or poor academic standing.

Ordinarily, no student may hold a fellowship, scholarship or teaching assistantship for more than two years of study for the M.A. degree, for more than three years of study for the M.F.A. degree or for more than four years of study for the Ph.D. degree. Ordinarily, no student may receive a scholarship, fellowship or teaching assistantship after one year of study at the post-residence fee. Priority in making awards is given to full-time students and teaching assistants.

In the case of a student receiving financial aid from Brandeis University, whether in the form of a teaching assistantship, scholarship or fellowship, the approval of the dean of the Graduate School is required, in addition to the approval of the department chairman, before the student may engage in outside employment.

## Scholarships

A scholarship is an award, on grounds of scholarly ability and need, of financial credit that will be used exclusively for remission of tuition fees. Full scholarships and partial scholarships are available. Scholarship students are liable for all but tuition charges.

## Fellowships

A fellowship is an academic award of honor to outstanding students of good character to help them in furthering advanced study and research. The amount of the stipend depends on the quality of the student's record and performance; need is also considered in most cases. A fellowship recipient must pay tuition fees unless the award includes a scholarship in an amount covering tuition. No services are required of students for fellowship or scholarship awards.

#### Teaching Assistantships

Teaching assistants are resident students in the Graduate School who do part-time teaching as part of their training and are paid. The University has established teaching assistantships to enable distinguished graduate students to gain teaching experience while continuing their studies. Teaching assistants are eligible for other awards, including scholarships and fellowships.

Teaching assistantship appointments are made on the authority of the President of the University by the dean of the Graduate School who, in turn, acts on the recommendation of a student's department chairman. Appointments are made for periods of one year or one semester, but are renewable. All awards of teaching assistantships to incoming students are conditioned on an interview with a University representative, prior to registration. The University reserves the right to terminate any appointment at any time for due cause. Conduct, character or academic standing that is regarded as undesirable may constitute cause, but the University need not assign any reason for the termination of an appointment at any time. All teaching assistantship appointments are made and accepted with this understanding, and neither the University nor any of its trustees or officers shall be under any liability whatsoever for the summary termination of a teaching assistantship.

## Research Assistantships

Research assistantships are available in the science areas. First-year graduate students are not normally eligible for appointment. Application should be made to the chairman of the department or the committee administering the graduate program.

## Student Services

#### Loans

Guaranteed Student Loan Program (GSLP). A student may be eligible for a guaranteed student loan if he or she meets the following requirements: (1) is accepted for enrollment or is attending Brandeis University and is in good standing as determined by the University; (2) is carrying at least one-half the normal full-time work load; (3) is a citizen or national of the United States or is in the United States for other than a temporary purpose; (4) can demonstrate need. An eligible student may be able to borrow up to \$7,500 in any academic year at an 8% interest rate, and does not have to begin repayment until six months after he/she ceases to be at least a half-time student. The total amount a student may borrow under the Guaranteed Student Loan Program, including both undergraduate and graduate school loans, may not exceed \$54,750. Special Students, regardless of whether they are full or part-time, are ineligible for GSL loans.

Information and applications for this program are available from banks, savings and loan associations and credit unions.

Students who plan to borrow through one of the participating sources must have on file at the Graduate School Office a current Graduate and Professional Student Financial Aid Service form (GAPSFAS). Forms may be obtained at the Graduate School Office or from the Educational Testing Service, Princeton, N.J. 08541-6155.

## Resident Counselorships

A limited number of positions is available for both married and unmarried men and women as counselors in the University residence halls. Applications may be obtained from the Office of Residence Life and should be returned no later than March 15. Appointments are made by the Director of University Housing on or about June 1.

## Office of Student Employment

The Office of Student Employment assists students who need and desire part-time work. Students seeking part-time work should register with the Office of Student Employment. New students are not assigned part-time work prior to arrival on campus.

#### Housing

Brandeis University has a limited number of apartment units available for single and married graduate students. All apartments are within easy walking distance of the campus. These include efficiency, one and two bedroom unfurnished apartments as well as efficiency and one bedroom furnished apartments. Single students may rent a space in an apartment and request the Graduate Housing Office assign a roommate. The one bedroom apartments are particularly designed to allow use as two separate bedrooms with a common kitchen and bathroom. Early application for housing is encouraged.

Information, rental rates and copies of the housing contract may be obtained by writing to the Office of Residence Life, Brandeis University, P.O.Box 9110, Waltham, Massachusetts 02254-9110.

In addition, the Graduate Housing Office maintains Off-Campus Housing Services (OCHS). OCHS has extensive listings of available housing in the area, a list of realtors who may be helpful in a search for housing, and descriptions and information about nearby neighborhoods and towns. OCHS does not serve as a real estate agent, but rather as a resource to help in locating housing.

## Dining Facilities

Graduate students may sign meal contracts for varying numbers of meals or buy cash mealbooks. Arrangements for these contracts are made at the office of the Director of Food Services in Kutz Hall. A kosher kitchen is also maintained. Individual meals and light snacks may be purchased at Usdan Student Center.

#### Health Services

Because health and medical care are an integral part of the University experience, the University Health Services provides a program of comprehensive medical and emotional care. An optional Health Participation Fee entitles students to medical services available at Mailman House without additional charge during the academic year. This fee does not pay for off-campus medical consultations, dental care, medications, laboratory tests, drugs, x-rays, reusable supplies or admission to the University's hospital, Stoneman Infirmary, and students are responsible for these charges.

In addition, each student is required to have personal health insurance. The student may elect to participate in the Student Health Insurance Plan offered through the University, underwritten by Commercial Travelers Mutual Insurance Company, or may substitute membership in a comparable plan.

International students are required to have full United States or Canadian health insurance for themselves, their spouses and their children regardless of a national health insurance in their home country. They may enroll in the Student Health Insurance Program or may arrange alternate insurance with a company in the United States.

Both domestic and international students must provide documentation of health insurance coverage to University Health Services at the start of each academic year. Those who do not provide this information will be automatically enrolled in the Student Health Service Insurance Plan.

Except for limited day-care facilities, the Health Services and the use of the Stoneman Infirmary are available to students only during the period in which the University is in regular academic session.

Prospective students planning to matriculate in the college and graduate schools must submit a Health Examination Report completed by the family or personal physician prior to registration. In addition to information about previous health and details of the physical examination, evidence of immunization against tetanus, polio, measles, mumps and rubella are required. Since students may not register until the requirements have been satisfied, it is strongly recommended that the Health Examination Report be submitted by July 1.

The Student Health Insurance Plan is designed to defray expenses of those situations which are beyond the scope of the Health Services; for example, laboratory and x-ray examinations, as well as hospitalization for illnesses or accidents of a more serious nature. The plan extends for a full calendar year commencing with the first day of the academic year.

A detailed brochure of the services offered by the University Health Services as well as an outline of the details of the plan is mailed to students annually. Students and parents are urged to read this brochure carefully and keep it for reference. This brochure includes a statement of patients' rights in Health Services.

# Whereas situations not covered within the Health Services or by the Insurance Plan are infrequent, an awareness of these possibilities will lessen misunderstanding and disappointment.

In such instances, students and their parents are responsible for expenses which are not covered by the University's health program or its associated insurance policy. Similarly, students and their parents are responsible for expenses which are not covered by alternative insurance programs substituted for the Brandeis University Student Health Insurance Plan.

# Psychological Counseling Center — Mailman House

The Psychological Counseling Center, a part of the University Health Services, is located in Mailman House. At the Center, a professionally trained staff provides a range of counseling and psychological services designed to enhance personal development of students and to assist those who are experiencing personal or emotional problems. Individual counseling and brief psychotherapy are available both to undergraduate and graduate students; group therapy is also available on a limited basis. Students can make an appointment to see a counselor by applying directly to the Counseling Center office on the second floor of Mailman House.

## Office of International Programs

The staff of the Office of International Programs serves as counselors and advisors to foreign citizens at Brandeis, including graduate and undergraduate students and foreign faculty. It aids the students and faculty in fulfilling the legal procedures required by the United States Immigration and Naturalization Service, i.e., obtaining extensions of stay, special permits to work and the proper documents for leaving and reentering the country. The office coordinates the Brandeis host family program and provides assistance and referral services through the year.

The office also provides counseling services for Brandeis undergraduates and graduate students who seek to enrich their education through a period of study abroad. It also maintains a resource library of materials on available programs. The office provides information and assistance in obtaining foreign study grants available through Fulbright, Rhodes, D.A.A.D., Marshall and other scholarship and fellowship programs.

#### English As a Second Language Program

International graduate students whose native language is not English are required to take the Diagnostic English Proficiency
Examinations and to have an oral interview approximately one week before the beginning of classes. Prospective teaching assistants may be asked to give an oral presentation as well. On the basis of the examinations and the interview, a student may be required to enroll in the English as a second language program.

The English as a second language program provides tutorial and/or small class instruction throughout the academic year. The aims of the program are twofold: (1) to support all international graduate students in their efforts to achieve the high standards of oral and written English proficiency necessary for their success as students and (2) to support international teaching assistants in their efforts to develop the strong oral communications skills essential to their effectiveness as teachers.

Assignment to classes and/or a tutorial is dependent upon the student's skill in English as determined by the results of the test administered on admission. For students who have been awarded a teaching assistantship in their first year of study or expect to teach in a future year and whose English does not meet the University's minimum standard of proficiency, these courses are mandatory. For all others, it is recommended but not required.

No course credit toward the advanced degree is earned for these courses.

## Academic Schools, Research Centers and Institutes

#### Crown School of Graduate Studies in American Civilization

The school's primary objective is to support gifted students in their work toward a doctorate in the History of American Civilization. Crown Fellowships are granted occasionally to special students on the Brandeis campus from both the United States and abroad who are drawn from important facets of public life including the media and the foreign service.

#### Danielsen School of Philosophy, Ethics and Religious Thought

The school includes the Department of Philosophy, which places traditional emphasis on logic, epistemology, metaphysics, value theory and the history of philosophy. The advancement of philosophical thought in the context of contemporary issues is encouraged through scholarly and interdisciplinary approaches. One of several endowed professorships in the school is the Albert V. Danielsen Chair in Christian Thought.

## Fierman School of Chemistry

The school of chemistry offers highly diverse and advanced activities in inorganic, organic and physical chemistry. The school has been aided by grants from the National Institutes of Health, National Science Foundation, Department of Energy, Research Corporation and Petroleum Research Foundation. Research conducted under these agencies has been published in over 1,400 papers in leading professional journals.

## Fisher School of Physics

The school of physics encompasses both theoretical and experimental physics on the graduate and undergraduate levels as well as a new program in engineering physics, and provides a setting for lectures and colloquia. Grants from agencies including the National Science Foundation and the Department of Energy support research programs in the Fisher School.

#### Gordon Public Policy Center

The Gordon Public Policy Center is the nation's first interdisciplinary, multiuniversity center for the study of public policy. Dedicated in 1987, the center was founded by the James Gordon Foundation of Chicago. It is the research home of political scientists, economists, sociologists, lawyers and historians from Brandeis, MIT, Boston College, Boston University, Harvard and Wellesley College. The center's mission is to analyze domestic public policy from the perspective of a number of academic disciplines to improve the implementation of public programs through research and evaluation, publications and direct practical service to those in government. It seeks to bridge the world of ideas and the world of

#### Kutz School of Biology

The school embodies the University's undergraduate and graduate biology departments. The curriculum is designed to teach at the molecular and cellular levels, and to present a comprehensive body of courses with special attention to current discoveries and experimentation. Students are encouraged to engage in original research and independent study. A major portion of the governmental, industrial and private research grants awarded to Brandeis is devoted to varied projects in biology and health sciences.

# Lown School of Near Eastern and Judaic Studies

The school encompasses an intensive teaching and research program in all the main areas of Judaic studies, the Ancient Near East and the Modern Middle East. In addition, the Lown School has programs which prepare students for Jewish communal service and programs of research in areas of direct concern to the American Jewish community.

The Department of Near Eastern and Judaic Studies is the primary teaching and research unit in the Lown School. In this department the University has assembled an unusual array of distinguished scholars who offer an extremely broad curriculum. A second unit in the Lown School is the Benjamin S. Hornstein Program in Jewish Communal Service which provides graduate education for students interested in professional careers in Jewish communal service and Jewish education. The school also includes the

Maurice and Marilyn Cohen Center for Modern Jewish Studies, which is devoted to the study of contemporary American Jewish life. The center currently engages in research and teaching in such areas as: Jewish demographics, Jewish identity, the Jewish family, Jewish education, Jewish political behavior and antisemitism.

#### Benjamin Michtom School in Computer Science

This school encompasses a recently expanded, state-of-the-art, computer science program incorporating undergraduate and graduate instructional and internationally recognized research programs in the areas of computer science of theory, languages, systems and artificial intelligence. The computer science department, interdisciplinary in setup, fosters links on campus between the mathematics and physics departments as well as the Cognitive Science Program.

#### Rosenstiel Basic Medical Sciences Research Center

The center is one of the nation's leading centers for research programs in the basic medical sciences embracing work in biochemistry, biology, chemistry, microbiology, physics, biophysics and immunology. Staff members are jointly appointed to the Brandeis faculty basic science departments. The center invites participation of distinguished scholars and medical scientists, offers hospitality to younger researchers at the undergraduate and fellowship level, sponsors symposia and colloquia and underwrites scholarly publications.

The Rosenstiel Basic Medical Sciences Research Center contains sophisticated scientific equipment and facilities. Through cooperative programming, both with departments at Brandeis and in the Boston area, the center has broadened the scope of basic medical science research offerings at Brandeis. Grants from such agencies as the National Science Foundation, National Institutes of Health and American Cancer Society, among others, support research programs in the Rosenstiel Center.

The center sponsors the annual presentation of the Lewis S. Rosenstiel Award to recognize distinguished work in basic medical research.

#### Swig School of Political Science

The school, which includes the University's Department of Politics, offers a wide range of courses in American government, international relations, theory, methodology and comparative politics.

Several endowed academic chairs in the school include the Harry S. Truman Chair in American Civilization; the Earl Warren Chair in American Constitutional Studies; the Christian A. Herter Chair in International Relations; and the Adlai E. Stevenson Chair in International Politics.

# The Tauber Institute for the Study of European Jewry

The Tauber Institute for the Study of European Jewry seeks to study the history and culture of European Jewry in the modern period. It has a special interest in studying the causes, nature and consequences of the European Jewish catastrophe and seeks to explore them within the context of modern European diplomatic, intellectual, political and social history. The Tauber Institute for the Study of European Jewry is organized on a multidisciplinary basis with the participation of scholars in history, Judaic studies, political science, sociology, comparative literature and other disciplines. The institute is engaged primarily in research. Its government includes a distinguished Board of Overseers which advises the director and works closely with the University. Members of the institute include fellows, faculty advisors, associates and graduate students.

## Areas of Study and Courses — 1988-1989

All courses meet for three hours a week unless the course description indicates otherwise. The presence of "a" or "b" in the course number indicates a semester course; "e" indicates a full year course given in either the fall or spring term; "d indicates a full year course; the use of "c" after a course number indicates that the course is given as a semester course but meets throughout the year.

The University reserves the right to make any changes in the offerings without prior notice. Faculty and course listings are accurate as of June 1, 1988.

## American Civilization

See History of American Civilization

## Anthropology

#### Objectives

The graduate program in anthropology, leading to the degree of Doctor of Philosophy, is designed to produce scholars who will broaden our knowledge of culture and society. Admission is limited to students whose primary interests lie within the fields of social and cultural anthropology (including linguistic anthropology) or archaeology. Most graduates of the program accept appointments at colleges and universities, although a number take employment in government, private institutions or foundations. Intensive training for independent research is stressed, with particular emphasis on comparative studies and fieldwork.

## Admission

The general requirements for admission to the Graduate School, given in an earlier section of this catalog, apply to candidates for admission to this area of study. Students need not have an undergraduate major in anthropology or sociology-anthropology. If admitted, however, the student without previous training in anthropology may be required to take additional courses, as determined by the department, to complete his or her residence requirements. Students should have a reading knowledge of one foreign language.

#### Faculty

Associate Professor Judith T. Irvine, Chair: Ethnography of communication. Linguistics. Social stratification. Africa,

Professor George L. Cowgill: Mathematical and computer methods in archaeology. Mesoamerican civilizations. Origins of early states. Population anthropology. Professor David Kaplan: Economics. Method and theory. Peasant cultures. Middle America.

Associate Professor Robert C. Hunt: Social anthropology. Modernization. Irrigation agriculture. Mesoamerica.

Associate Professor David E. Jacobson: Social anthropology. Medical anthropology. Support systems. U.S.A. Africa. Associate Professor Benson Saler: Comparative religion and folk philosophies. Psychological anthropology. Mesoamerica. South America. Pastoral peoples.

Associate Professor Robert N. Zeitlin: Sociocultural evolution. Prehistoric exchange. Pre-state societies. Archaeological method and theory. Mesoamerica. Assistant Professor Sally McBrearty: Paleoanthropology. Physical anthropology. Hominid evolution. East Africa. South Asia.

Assistant Professor David W. Murray: Social and cultural anthropology. Symbolic anthropology. Linguistics. North American Indians. Assistant Professor Richard Parmentier: Semiotic anthropology. Kinship. Historical anthropology. Communications and media. Oceania. Contemporary U.S.A.

Assistant Professor Judith F. Zeitlin: Cultural ecology. Archaeological method and theory. Mesoamerica. Ethnohistory. Lecturer Brinkley Messick: Cultural theory. Law and political economy. Muslim societies.

Lecturer Charles A. Ziegler: Industrial and applied anthropology.

#### Research Associates

George N. Appell: Social anthropology. Southeast Asia.

Emily H. Moss: Old World archaeology. Lithic analysis. Barbara B. Swann: Kinship. Bureaucracy and local policies. Comparative government. East Asia and the Pacific. Clemency Coggins: Prehistoric art and archaeology of Mesoamerica, lower Central America and Peru.

Michael Folsom: Industrial archaeology. New England. Wilma Wetterstrom: Archaeology. Cultural ecology. Ethnobotany and nutrition.

#### Degree Requirements

#### Master of Arts

Ordinarily students are admitted for the doctoral program only. However, the Master of Arts degree in anthropology will be awarded to those students who have successfully fulfilled the minimum residence requirements set by the Graduate School and have met the following requirements: 1) Of the eight semester courses to be completed satisfactorily, one must be the first segment of the linguistics sequence, and one must be either of the special graduate courses in archaeology or physical anthropology; 2) If the student will not be continuing toward a Ph.D., he or she must also pass an M.A. qualifying examination, must demonstrate reading proficiency in a foreign language and must submit an acceptable master's thesis (for doctoral students, the Specialist Essay, described below, may substitute for the thesis component in the awarding of an M.A.).

will attain a high degree of scholarly competence in at least one culture area and one topical field study.

The department may, at its discretion, grant a student transfer credit for graduate courses completed with a "B" grade or better at another accredited institution. Requests for transfer credit will not be considered, however, until at least one semester of study has been completed at Brandeis. Prior approval is not needed for courses taken at Boston College, Boston University and Tufts University, for which formal crossregistration arrangements are in effect. In any case, a maximum of one year of residence credit is allowed by the Graduate School for work completed elsewhere.

#### Doctor of Philosophy Program of Study.

Flexibility of curriculum enables the student to organize a program of study around his or her particular anthropological interests. At the same time, the doctoral program is structured so that a broad familiarity with other aspects of the discipline is achieved.

At the outset an advisor is assigned each matriculant, but by the end of the second semester of study a student is expected to recruit two members of the faculty for a permanent advisory committee. In soliciting potential committee members, the student should be guided by interest and specialization. Once established, the committee is responsible, through regular meetings and informal consultation, for 1) guiding the student in the selection of suitable courses, 2) providing advice in the formulation of a dissertation research project and 3) supervising the student's progress through the program.

With respect to formal course requirements, all students not exempted by virtue of previous graduate training must complete the four core courses in social organization and anthropological theory, a special onesemester seminar in archaeology, another in physical anthropology and a two-semester course sequence in anthropological linguistics. Students concentrating in archaeology may substitute the one-semester course for the linguistics (Anthropology 102) requirement. Through course work and outside reading it is expected that students

Qualifying Examination. At the end of sixteen semester courses, students take a Ceneral Examination which tests for overall mastery of the subject matter. Upon passing the General Examination, work begins on a Specialist Essay, normally focused on theoretical and/or topical issues of relevance to the forthcoming dissertation. The purpose of the Specialist Essay is to demonstrate a capacity for independent research of high quality. By the end of the third year of study, the essay should be complete, language requirements satisfied and a proposal for dissertation research drawn up.

Language Requirement. A reading knowledge of at least one foreign language must be demonstrated by examination and by writing a research paper or dissertation in which sources in the chosen language contribute to the research. The examination part of this requirement must be passed before the student maybe admitted to candidacy for the Ph.D.

Summer Training Program. Contingent upon the availability of funding, a program of fieldwork under faculty supervision is carried out during the summer following a student's first year of residence.

Admission to Candidacy. A student is admitted to candidacy for the Ph.D. upon satisfactory completion of 1) sixteen semester courses, including all the required courses, 2) the General Examination in anthropology. 3) a reading examination in a foreign language and 4) the Specialist Essay.

Dissertation Research.	As soon as possible after admission to candidacy, the student should begin at least a full year of research consisting of fieldwork and/or laboratory analysis. In exceptional cases library research may be substituted. This research forms the basis for a doctoral dissertation.	Dissertation and Defense.	The department will recommend to the dean of the Graduate School that a Ph.D. be awarded the candidate upon formal acceptance of a dissertation and after its successful defense in a Final Oral Examination. Details of the regulations for certifying approval of the dissertation and for the Final Oral Examination are found in earlier pages of this catalog.
Courses of Instru	action		
Aathropology 101b. Medical Anthropology	This course is designed to expose students to medical anthropology. We will explore the social and biological significance of health, disease and healing from all over the world. Medical anthropology's theoretical and practical value to various cultural, economic, political and scientific problems will be explored.  Usually offered every year.  Staff	Anthropology 107a. Human Disease Ecology	This course is a general treatment of medical ecology. Topics include a basic introduction to epidemiology, disease evolution, disease and development, and malnutrition and disease. Special attention will be paid throughout the course to the interaction of culture and disease, and several examples of changing patterns of disease associated with cultural change will be examined in detail.  Usually offered in even years.
			Mr. Staff
Anthropology 102a. An Anthropological Introduction to Language	A general introduction to anthropological perspectives on language. Topics will include: the organization of language as a communicative system; language in human	Anthropology 110a. Introduction to Human Evolution	Usually offered in even years.  Mr. Staff
	evolution; linguistic approaches to cultural meaning and world-view; historical perspectives on language (language change, history and pre-history).  Usually offered every year.  Ms. Irvine	Anthropology 111a. Introduction to Primate Studies	An introduction to the study of non-human primates paying special attention to studies of primates in their natural habitat. Topics focus primarily on the relationships of elements of an animal's feeding, social/maintenance and locomotor behavior to selected aspects of its environment.
Anthropology 102b. Social and Cultural Aspects of Linguistic Analysis	Advanced topics in anthropological linguistics. The course will focus on three areas: 1) linguistic fieldwork and the analysis of unfamiliar languages; 2)		Usually offered in odd years. Staff
	linguistic variation and social structure; 3) current issues in semantics and pragmatics (the relation between meaning and use in cross-cultural perspective).  Usually offered in even years.  Ms. Irvine	Anthropology 112a. Population and Poverty in the Third World	It is misleading to blame the poverty of the Third World nations on "overpopulation." Nevertheless, explosive population growth hinders the solution of other problems. Most population programs have not been very successful. Household decisions affecting reproduction and fertility will be discussed
	MS. It ville		from an anthropological perspective.
Anthropology 103b. Language, Culture and Society	A comparative study of social and cultural aspects of language. Topics to be explored include: How do social groups differ in their use of language? How does a person's speech		Usually offered in even years. Mr. Cowgill
	contribute to the impression he/she makes on other people? How is conversation organized, and to what purpose? Students conduct a fieldwork project on speech in their own social milieu.	Anthropology 113a. Human Variation	An introduction to human biological variation. Differences between individuals and populations within human species in biological characteristics (body build, blood
	Usually offered every four years.		groups, skin color) will be analyzed using an adaptive approach. The utility of the racial
	Mr. Murray		model to understanding human variation will be evaluated and compared to that of other approaches. Several politically and socially
Anthropology 106b.	Usually offered in even years.		controversial topics relating to human variation (race and l.Q., sociobiology) will be
Friendship	Mr. Rubin		discussed in the semester.
			Usually offered every three years.
			Staff

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Anthropology

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Anthropology 114b. Meaning in Anthropology: Interpretation and Performance	Within studies that consider themselves symbolic, formal, psychological or cognitive, the question of meaning is a central concern. The major traditions defining this term have usually been the philosophy of language, including speech-act and discourse analysis, logic and formal linguistics, literary critical studies and more recently, the ethnolinguistics of peoples outside the Western tradition. We shall concern ourselve with these traditions of interpretive study, ranging from the classics of Douglas, Turner and Geertz to the contemporary focus on rhetoric, narrative discourse structure, presupposition and the dimensions of performance interaction.
	Usually offered in even years.
	Mr. Murray
Anthropology 115b. Bioenltural Adaptation	An advanced course dealing with human adaptation with particular emphasis on the interaction of elements of the biological and cultural adaptive system in human societies.
	Usually offered in odd years.
	Staff
Anthropology 116a. Human Osteology	This course is an introduction to human musculo-skeletal anatomy. After learning the names and locations of the major bones and muscle groups, the manner in which these anatomical structures interact to produce movement will be examined. Movements at each of the major joints of the human body will be discussed and integrated into an analysis of human locomotion and posture.
	Usually offered in even years.
	Staff
Anthropology 117a. The Archaeology of	See CLOR 116a for description.
Cyprus l	Usually offered every third year.
	Mr. Todd
Anthropology 117b.	See CLOR 116b for description.
The Archaeology of Cyprus II	Usually offered every third year.
	Mr. Todd
Anthropology 118b. History of	This course examines the intellectual precursors of the discipline of anthropology and then traces the development of the major

Anthropological Theory

	Usually offered in odd years. Staff		non-industrialized societi that will be examined cro simple and complex socie regarding responsibility a social sanction and various
	This course is an introduction to human musculo-skeletal anatomy. After learning the names and locations of the major bones and muscle groups, the manner in which these anatomical structures interact to produce movement will be examined. Movements at each of the major joints of the human body		competing systems of soci Usually offered every year Mr. Messick
	will be discussed and integrated into an analysis of human locomotion and posture.  Usually offered in even years.	Anthropology 123a. Directions and Issues in Archaeology	Usually offered in even yo Mr. Cowgill
	Staff	Anthropology 124a. Archaeology of the	See CLOR 100a for descr
of	See CLOR 116a for description. Usually offered every third year.	Aegean and Near East I	Usually offered every year Mr. Todd
	Mr. Todd	Anthropology 124b. Archaeology of the	See CLOR 100b for descri
of	See CLOR 116b for description. Usually offered every third year.	Aegean and Near East II	Usually offered every year Mr. Todd
	Mr. Todd  This course examines the intellectual precursors of the discipline of anthropology and then traces the development of the major	Anthropology 125b. Investigations in an Unfamiliar Language	See Linguistics 122b. Usually offered in even ye
	modern schools. How was "mankind" as an intellectual object created? In predominantly lecture format, the course will be concerned with the social context of the beginning of anthropology and will identify the seminal thinkers and perennial issues they addressed. These issues will be pursued into their modern forms in the American, British and French schools.		
	Usually offered every fourth year.		
	Mr. Murray		

Anthropology 119a. An often overlooked topic in Latin American studies is an examination of the impact that Spanish and Portuguese colonialism has had on the inhabitants of the Americas. Within a hundred years after the Conquest, the once dense Indian populations had been reduced by as much as 90% and great imperial states like those of the Aztecs and Incas were transformed into a subjugated peasantry. In this course we will trace the historical development of post-Conquest Indian society, from the policies and cultural institutions of Iberian colonialism through the complex ethnic and economic interactions of different native groups within the modern nation states of lowland South America living on the last frontier of colonialism.

Usually offered every third year.

Ms. J. Zeitlin

Anthropology 120b. The Anthropology of Law

Conquest and

Colonialism in

Native Latin

America

Law will be studied comparatively in relation to its social and cultural context. Western law will be placed in an evolutionary perspective and compared with "law ways" in different ies. Basic concepts oss-culturally, in eties, include: ideas and liability, types of us and sometimes cial control.

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Usually offered even years.

Mr. Messick

Anthropology 136b. Magic, Witchcraft and Religion

An introduction to various attempts to characterize magic, witchcraft and religion and to theorize about their roles in human life. Among the questions discussed are these: What is usually meant by magic and why do people sometimes engage in practices that we label as magical? What roles do ideas about witchcraft and accusations of witchcraft sometimes play in social life and how do we account for those ideas and accusations? And what are some of the problems attendant on defining religion and on attempting to theorize about its origins and functions?

Usually offered every year.

Mr. Saler

Anthropology 145a.

Seminar in

Mesoamerican

Ethnohistory

Archaeology and

The topic of this seminar varies from year to year. In 1988-89 the seminar will focus on the Classic Period cultures of highland Mexico and the lowland Maya region.

Usually offered every fourth year.

Mr. Cowgill

Anthropology 146a. Landscapes, Life and Climates of the Past An introduction to prehistoric human ecology, the course examines how people in the past interacted with the natural world and how it in turn shaped them. Using case studies, the course surveys the methods archaeologists use for reconstructing climates, flora, fauna and land formations. Most class sessions will be run as workshops or laboratories.

Usually offered every third year.

Staf

Anthropology 147b. The Rise of Mesoamerican Civilization We will examine the area of ancient high civilization lying between what is now Mexico and western Central America. From simple ice age beginnings to an abortive end through Spanish conquest, Mesoamerican civilization has been a subject of intense fascination to scholars interested in the development of complex societies. The course considers ways that environment, population growth, social structure, religion, ideology and other factors may have been related to the unprecented achievements of its indigenous peoples the Olmec, Teotihuacan, Maya, Zapotec, Aztec and others. In so doing, we may gain a better appreciation of the processes leading to the rise and decline of civilization everywhere.

Usually offered every third year.

Mr. R. Zeitlin

Anthropology 148a. Rise, Function and Fall of Early Civilizations Regularities in the ways large-scale non-modern societies work and fail to work. Why did large scale societies develop at all? What uniformities and what variation are exhibited by different instances? Why and how did they collapse? Ethnographic and historical data and leading anthropological theories will be reviewed, as well as archaeological evidence from Mesoamerica, Mesopotamia, China, Egypt and Peru.

Usually offered every fourth year.

Mr. Cowgill

Anthropology 150a. Spatial Analysis in Archaeology Techniques for identification of within- and between-site spatial patterns in archaeological maternals, and approaches to their sociocultural interpretation. Substantial archaeology background is expected of students.

Usually offered in even years.

Mr. Cowgill

Anthropology 154b. Selected Topics in Comparative Religion: Seminal Works in the Study of Religion

An exploration of world view and ritual both in "world" or "historical" faiths (such as Buddhism and Islam) and in so-called "primitive" societies with reference to theories concerning the origins and functions of religion.

Usually offered in even years.

Mr. Saler

Anthropology 155b. Psychological Anthropology An examination of the relationships between sociocultural systems and individual psychological processes with a critical evaluation of selected theories and studies bearing on this problem.

Usually offered every fourth year.

Mr. Saler

Anthropology 156a. Power and Violence: The Anthropology of Political Systems Political orders are established and maintained by varying combinations of overt violence and the more subtle workings of ideas. The course examines the relationship of coercion and consensus, the forms of resistance, in both historical and contemporary settings. Topics include the rituals of power in non-Western states, imperial conquests, colonial subjugation, the construction of nations, contemporary insurrections and violent and peaceful revolution.

Usually offered in odd years.

Mr. Messick

Anthropology 158a. Urban Anthropology Comparative study of strategies used in copingwith the complexity and potential danger of urban life. Attention will also be given to analyzing and evaluating the theories, methods and data anthropologists and others use in their studies of urban social organizations.

Usually offered in even years.

Staff

Anthropology 161b. Culture and Cognition What relationship is there between cognitive processes and cultural systems? Do cultural differences involve or affect people's perception, classification process, memory or modes of problem-solving? Do they affect the course of cognitive development? This course will examine cross-cultural research in psychology and anthropology that attempts to answer these questions. Special attention will be given to the role of language, to the relation between magic and science, and the cognitive effects of literacy.

Usually offered every year.

Mr. Murray

Anthropology 162a. Anthropology and Psychoanalysis Survey of psychoanalytic theories advanced by Freud. Bettelheim, Roheim, Deveraux and others regarding the idea of the unconscious. Using the experience of psychoanalytic therapy as our frame of reference, we will deal cross-culturally within fancy, initiation rites, funerals and myths. What is the contribution of psychoanalysis to an understanding of the relationship between the individual and society?

Usually offered every third year.

Staff

24	Anthropology		
Anthropology 163b. Economic Anthropology: Production and Distribution	All humans must equip and organize themselves to produce and distribute the necessities and luxuries of life. This course will sample different ways of producing and distributing food, tools, crafts and services. Most attention will be paid to "primitive" economies. The major property, work, surplus, scarcity, money will be emphasized. Usually offered in odd years.  Mr. Hunt	Anthropology 186a. Mathematics and Computers in Archaeological Data Analysis I	Sponsored by the inter-university Center for Materials Research in Archaeology and Ethnology (CMRAE). A year long graduate lecture and laboratory course on the uses of mathematics, statistics and computer technology in the management and analysis of archaeological data.  Topics include file processing, simple programming, statistical packages, basic descriptive statistics, research design and sampling, classification, seriation, spatial
Anthropology 164b. Corporate Cultures	The course examines the structure and internal dynamics of the modern corporation with special emphasis on corporate culture, i.e., the system of company-specific beliefs, values, norms, that underlies work-related behavior of members. Formal and informal aspects of corporate organization will be described and the developmental trajectory of the firm from start-up to maturity will be correlated with changes in corporate culture.		analysis, introductions to multivariate methods and to simulation, and uses and misuses of all these approaches for archaeological interpretation and theory building.  Signature of instructor required.  Usually offered every third year.  Mr. Cowgill
	Topics include the effect of societal values on corporate culture (illustrated by a comparison of U.S. and Japanese firms); entrepreneurship; the family firm; the role of corporate rituals and myths; innovation and	Anthropology 186b. Mathematics and Computers in Archaeological Data	A continuation of Anthropology 186a. Usually offered in odd years.
	technological change; and the spin-off phenomenon.	Analysis II	Mr. Cowgill
	Usually offered in even years. Mr. Ziegler	Anthropology 188a. Materials in Ancient Societies	A seminar and laboratory course meeting at MIT. Topic for 1988-89 to be announced.
			Usually offered every year.
Anthropology 166a. The Nature of Human Nature	This course will deal with various theories of human nature and the evidence for such theories. It will explore the way in which theories of the nature of man have figured in interpretations of culture. The course addresses the question: to what extent is culture the expression of nature and to what extent does in desert for matter?	Anthropology 188b. Materials in Ancient Societies	Staff (at MIT)  See Anthropology 188a for course description and special notes.  Usually offered every year.
	extent does it depart from nature?  Usually offered every year.		Staff (at MIT)
	Mr. Saler	Anthropology 198a. Workshop in American	See AMST 198a for description. Usually offered every year.
Anthropology 171a. Cross-Cultural Inquiry in Social Science	Relativism is the fundamental problem of social science and all cross-system investigation must confront it. Insider-	Community Studies	Mr. Folsom
Science	outsider, emicetic equivalence and other forms will be considered. The major solutions to the problem will be evaluated.	Primarily for Gradua	te Students
	Usually offered in even years.	Anthropology 201a.	Analysis of representative classics in
	Mr. Hunt	Pro-Seminar in Anthropological	anthropology.
		Theory	Signature of instructor required.
			Usually offered in even years.
			Staff
		Anthropology 201b. Pro-Seminar in Method in Cultural	The development of anthropological theory, major present-day trends and their relation to problems of research.
		Anthropology	Signature of instructor required.
			Usually offered in odd years.
			Mr. Murray

Anthropology 202a, Social Organization I	Theories of social organization, the interrelations of social institutions, current anthropological methods of interpretation and analysis.	232b. Readings in Housing	Mr. Hunt
	Signature of instructor required.	234b. Readings and Research in	
	Usually offered in even years.	Anthropology of Law	Staff
	Mr. Hunt	235a and b.	
Anthropology 202b. Social Organization	A continuation of 202a. This course will focus on a particular ethnographic area and compare the various	Readings and Research in Latin American Cultures	Mr. Hunt
	anthropological approaches, methods and analyses that have been applied to it or have resulted from its study.	237a and b. Readings and Research in African Cultures	Ms. Irvine
	Usually offered in even years.		Mo. II vine
	Mr. Messick	238a and b. Readings and Research in Urban Anthropology	Mr. Jacobson
Anthropology 222-256. Readings and Research Courses		239a and b. Readings and Research in North	
222a and b. Readings and Research on the		American Indians 240a and b. Readings and	Mr. Murray
World Before Civilization	Mr. R. Zeitlin	Research in Medical Anthropology	Mr. Jacobson
226a and b. Readings and Research in Archaeology	Staff	241a and b. Readings and Research in New World Ethnohistory	Ms. J. Zeitlin
227a and b. Readings and Research in Linguistic		253a and b. Readings and Research in Economic	
Anthropology	Ms. Irvine	Anthropology	Mr. Kaplan
228a. Advanced Readings in Method and Theory	Mr. Kaplan	254a and b. Readings and Research in Southeast Asian	M 4 1
228b.		Ethnography	Mr. Appell
Advanced Readings in Method and Theory	Mr. Messick	256a and b. Readings and Research in Religion	Mr. Saler
229a and b. Guided Comparative and Historical Research	Mr. Hunt	259b. Conceptions of Personhood	Mr. Murray
231a and b.		A .1 1 000 1	II 11 60 I
Readings in Cognitive Culture	Mr. Saler	Anthropology 300d. Seminar in Anthropological	Usually offered every year. Staff
232a. Readings in Development	Mr. Hunt	Field Work	otan
	MI. I IMIII	Anthropology 302d.	Field work for three months during the
Development		Summer Research Training	summer under the supervision of a member of the staff.

26	Anthropology					
Anthropology 304a and b. Readings and Research in Anthropological Field Methods	Staff	Anthropology 400d-414d. Dissertation Research	Indepe 401d. 402d. 403d. 405d. 407d.	ndent research Mr. Cowgill Mr. Jacobson Mr. Hunt Ms. Irvine Mr. Kaplan	for the F 409d. 411d. 412d. 415d.	Mr. Saler Ms. J. Zeitlin
Anthropology 305d. Anthropology Colloquium	Staff					

## Biochemistry

#### Objectives

The graduate program in biochemistry leading to the degree of Doctor of Philosophy is designed to equip students with a broad understanding of the chemistry involved in biological processes and to train them to carry out independent original research. Although students will be primarily responsible for a comprehensive understanding of biochemical phenomena, they will be encouraged to acquaint themselves with the disciplines of biology and chemistry. Research and experimental projects rather than formal course training will be emphasized. The student will, however, be required to take courses in advanced biochemistry, physical biochemistry, biochemical techniques, molecular biology and biochemistry seminars, as well as one advanced course in chemistry or biology. The choice of advanced biochemistry courses and those of other scientific disciplines (i.e., organic chemistry, genetics, embryology, etc.) are subject to the student's particular interests. The choice of research programs should be in areas under investigation by the faculty; some of these fields include metabolic regulation in normal and also tumor tissues, enzymology, immunochemistry, molecular biology,

#### Admission

molecular pharmacology, biochemical genetics, bacterial and phage genetics, physical chemistry of macromolecules, protein chemistry, plant and virus metabolism, problems in growth and differentiation, microbial metabolism, organic biochemistry, membrane transport and energy coupling mechanisms, application of NMR to biochemical problems, biochemistry of muscle, and chromosome structure.

The general requirements for admission to the Graduate School, given in an earlier section of the catalog, apply here. Applicants for admission to the biochemistry department are also required to take the Graduate Record Examination. It is strongly suggested that the applicant take one of the advanced sections (preferably chemistry or biology) of this examination. The student's undergraduate curriculum should include some fundamental courses in biology and chemistry.

## Faculty

Professor Christopher Miller, Chair: Ion channel proteins. Membrane transport and mechanisms of electrical excitation.

Professor Robert H. Abeles: Mechanism of enzyme action. Design of highly specific enzyme inactivators. Design of inhibitors with potential pharmacological significance. Mechanism of drug action.

Professor Gerald D. Fasman: Conformation of biological macromolecules. Chromatin structure, protein-DNA interactions. Protein models: synthesis and conformational studies of polyamino acids.

Professor Thomas C. Hollocher, Jr.: Role and mechanism of action of oxidationreduction enzymes. Mechanism, enzymology and pathway of nitrogen indentrification and nitrification.

Professor

William P. Jencks: Mechanisms of reactions catalyzed by enzymes, coenzymes, and by chemical catalysts. Mechanisms, catalysis and equilibria of reactions of "energyrich" compounds of importance in biochemistry and chemistry. Mechanisms of conversion of chemical energy into osmotic and mechanical work.

Professor Lawrence Levine: Immunochemistry. Antibodies as analytical reagents for measuring pharmacologically important molecules. Mechanisms of arackidomic acid metabolism by cells in culture.

Professor Irwin B. Levitan: Neurobiology. Neurobiochemistry. Regulation of neuronal membrane properties.

Professor John M. Lowenstein: Role of phospholipids in hormone action. Regulation of metabolic pathways. Regulation and function of the purine nucleotide cycle; regulation of adenosine production in heart. Professor Susan Lowey (Rosenstiel Center:) Structure and function of myofibrillar proteins and their relation to the muscle cell. Techniques will include physical chemistry, protein chemistry, fluorescence and electron microscopy.

Professor Alfred G. Redfield (Rosenstiel Center:) Magnetic resonance in biopolymers. Physical biochemistry.

Professor Robert F. Schleif: Molecular genetics. Mechanism of gene regulation as studied by genetic, physiologicaland physical chemical means. Professor Serge N. Timasheff: Physical chemistry of proteins, in particular, structure in solution and selfassociations; selfassembling systems; ligand-mediated interactions; macromolecular properties of biological polymers.

Professor Helen Van Vunakis: Interaction of hallucinogenic, narcotic and carcinogenic compounds with specific antibodies and natural receptors. Nicotine metabolism and physiological effects.

Professor
Pieter Wensink
(Rosenstiel Center;)
Molecular biology.
Gene expression
during development
of higher organisms.
The physical
arrangement of genes
within the DNA and
the chromosomes of
higher organisms.

Associate Professor William T. Murakami: Biochemistry of virus infection. Metabolism of virus-infected cells. Purification and characterization of polyoma viruses.

Assistant Professor Daniel D. Oprian: Molecular biology of membrane receptors. Design and expression of synthetic genes.

Assistant Professor Michael Wormington: Molecular biology. Developmental regulation of eukaryotic gene expression. Control of mitochondial transcription.

#### Degree Requirements

Doctor of Philosophy Program of Study.

Each doctoral candidate must satisfactorily complete the following fundamental courses: advanced biochemistry, biochemical techniques, physical biochemistry and biochemical research problems, and four of the biochemistry seminars.

Financial Support. Graduate students currently receive financial support for a period of four years. Support for the fifth year or beyond is arranged with the research supervisor. The initial four-year support is contingent upon teaching for a maximum of two semesters. Teaching does not require laboratory supervision.

Language Requirements. There is no foreign language requirement for the Ph.D. degree.

Qualifying Examinations. An oral qualifying examination must be taken generally at the beginning of the second year. In this examination, the student will be asked to defend or refute two propositions. One proposition will be assigned in an area of research outside the student's immediate area of specialization, and one will be an original proposition put forth by the student for a research problem in his or her area of interest (this is not necessarily a problem upon which he or she will carry out research).

In addition, the student will have an opportunity to demonstrate general knowledge of biochemistry in a series of three area examinations: physical biochemistry and macromolecules, metabolism and enzymology, and molecular biology. Students are expected to have taken three examinations by the end of the third year; two of these must be taken by the end of the second year. This general knowledge outside the student's own field of specialization must be demonstrated to the satisfaction of an advisory committee of four department faculty members.

At this time it will be decided whether a student will continue working towards the Ph.D. degree or a Master of Arts degree. Admission to Candidacy.

At some time before the second semester of their third year, students will present to a committee of four members of the department a summary of their research accomplished to date, including the most significant experimental data and detailed plans for the completion of a research project. The committee will recommend whether the research project should be continued as a partial fulfillment of the requirements for the Doctor of Philosophy degree. After completion of the research report and the three area examinations at a level satisfactory for the Ph.D.degree, the student will be admitted to candidacy.

Dissertation and Defense.

A dissertation will be required which summarizes the results of an original investigation of an approved subject and which demonstrates the competence of the candidate in independent research. This dissertation will be defended in a Final Oral Examination

Offered every year.

Messrs. Timasheff, Miller and Redfield

## Courses of Instruction

Courses of Instr	uction		
Biochemistry 100a. Introduction to Biochemistry	Chemistry, reaction and metabolism of biologically important compounds. Formation and utilization of energy-rich compounds. Introduction to enzyme mechanisms. An attempt will be made to interrelate and compare basic biochemical and chemical processes. Metabolic regulation.  Offered every semester.  Prerequisites: Chemistry 25a and b.  Section 1, Fall: Mr. Hollocher Section 2, Fall: Messrs. Abeles and Jencks Section 1, Spring: Mr. Oprian	Biochemistry 142a. Neurochemistry and Cellular Neurobiology	This course will present the basic concepts of neurochemistry and neurobiology. Topics to be covered will include the cellular anatomy of the nervous system, intercellular communication between neurons, transmitter biochemistry, ion channels and pumps, membrane structure and function, molecular mechanisms of transduction of electrical signals, and the neurochemistry of higher functions and mental disorders.  Offered every year.  Mr. Levitan
Biochemistry 101a. Advanced Biochemistry I	A discussion of enzyme reactions including energetics, kinetics, and reaction mechanism. Metabolism of carbohydrates, lipids, amino acids, nucleic acids, vitamins and coenzymes, hormones, and inorganic substances. Coupled enzyme reactions, such as oxidative	Biochemistry 200d. Biochemistry Techniques	Prerequisite: Biochemistry 101. May be taker concurrently.  Offered every year.  Mr. Lowenstein
	phosphorylation, and the synthesis of macromolecules such as glycogen, protein and the nucleic acids. Regulated enzymes and regulation of metabolism.  Offered every year.	Biochemistry 202b. Chemistry of Enzyme-Catalyzed Reactions	This course will deal with reaction mechanisms of catalysis in aqueous solution, some of which are relevant to enzymic catalysis.
	Messrs. Abeles, Jencks and Hollocher		Usually offered in even years.  Mr. Jeneks
Biochemistry 101b. Advanced Biochemistry I	A continuation of Biochemistry 101a.  Offered every year.	Seminars	
	Messrs. Abeles, Jencks, Miller and Lowenstein	present oral or written	will be given each semester.Each student will reports on various aspects of the announced are rarely repeated from year to year.
Biochemistry 103a. Advanced Molecular Biology	The fundamental principles of molecular biology will be stressed with respect to nucleic acid biosynthesis, structure, and physiological involvement. In addition, a description of events dealing with control of	Biochemistry 213. Biochemical Applications of NMR	Mr. Redfield
	genetic information will be outlined.  Offered every year.	Bioochemistry 218a. Metabolic Regulation	Mr. Lowenstein
	Mr. Schleif	Biochemistry 219b. Topics in Molecular Biology	Messrs. Schleif, Wensink and Wormington
Biochemistry 104b. Introduction to Physical Biochemistry	Discussion of physical methods; molecular interactions; solvent effects; principles of folding; structural and conformation analyses by various spectroscopic and x-ray techniques.	Biochemistry 221b. Biochemistry of Motility	Ms. Lowey

Biochemistry 401d-421d. Biochemical Research Problems

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Independent research for the Ph.D. degree.

401d. Mr. Jencks 402d. Mr. Levine 404d. Mr. Timasheff 405d. Mr. Abeles 406d. Mr. Fasman 407d. Mr. Lowenstein 408d. Mr. Wensink 409d. Ms. Lowey 411d. Ms. Van Vunakis

Journal Club, Colloquia and Research Clubs In addition to the formal courses announced above, all graduate students are encouraged to participate in the department's Journal Club and colloquia. The Journal Club is an informal meeting of the students, staff and post-doctoral fellows, at which recent publications are discussed. Colloquia are general meetings of the Department in which both speakers from the Department and guest speakers will present their current investigations. Research clubs are organized by various research groups of the department.

## Biology

#### Objectives

The graduate program in biology is designed to encourage and train students to develop their abilities to carry out independent and original research. Each student is expected to become familiar with the major areas of research currently being conducted within the department: molecular genetics and development, neurobiology, immunology, and cell and structural biology. In addition to a flexible curriculum of courses, designed for each student's specific program, entering students begin a series of laboratory rotations to acquaint themselves with current research techniques and to explore possible areas of thesis research. Students also are given opportunities to develop their confidence and ability to make oral presentations, beginning in the first year with a proseminar designed to discuss research methodology and continuing through a series of journal clubs. Each advanced student also presents an annual summary of his or her own research to the department. Research leading to a Ph.D. degree is carried out under the direction of one of the members of the biology faculty. Areas of research include: molecular biology of the regulation of gene expression, especially during development; chromosome structure and chromosomal rearrangements; developmental genetics; behavior genetics and neural development; biophysics of single nerve cells; integration of neural function; immunogenetics; immune cell differentiation and development; molecular biology of the immune system; regulation of muscle contraction; molecular and cell architecture; organization of subcellular structures. A complete list of faculty research interests is available from the Department of Biology.

#### Admission

The general requirements for admission to the Graduate School, given in an earlier section of this catalog, apply to candidates for admission to this area of study. The student's undergraduate record should ordinarily include courses equivalent to those required of undergraduates concentrating in biology at this institution. These are: general biology, genetics, cell physiology, developmental biology, and at least two additional elective courses. Students who are deficient in some of these subjects, but whose records are otherwise superior, may make up their deficiencies while they are enrolled as graduate students. In exceptional cases, students may be excused from some of these requirements. Students with serious deficiencies must, however, expect to add additional time to their graduate program in order to satisfy the deficiencies.

It is strongly recommended that applicants take the Graduate Record Examination.

On being admitted to the Biology department, graduate students will report to the first-year graduate student advisor who will assist the student with formal entry into the department and later with their programs.

An important part of graduate training consists of laboratory experience. Since the summer months provide an opportunity for such work, unbroken by courses and other responsibilities, it is customary for graduate students to spend their summers doing research. In recognition of this, the Biology department provides 12-month stipend support for all full-time graduate students.

## Faculty

Professor Kenueth C. Hayes (Director, Foster Biomedical Research Laboratory) Chair: Comparative nutritional pathophysiology in man and animals. Lipoprotein metabolism and atherogenesis, cholelithiasis. Professor Carolyn Cohen (Rosenstiel Center): Structural molecular biology.

Professor
David J. DeRosier
(Rosenstiel Center):
Structural studies of
macromolecular
complexes. Electron
microscopy and
image analysis
applied to actin and
actin-containing
assemblies, bacterial
flagella and
multienzyme
complexes.

Professor Chandler M. Fulton: Cell differentiation and selective gene expression in eucaryotic cells. Morphogenesis of cell shape and of cell organelles, especially flagella.

Professor Martin Gibbs: Photosynthesis and plant physiology. Professor James E. Haber (Rosenstiel Center): Genetic and molecular biology of yeast Saccharomyces cerevisiae. Mechanism of recombination; chromosomal rearrangements; control of meiosis and cell type.

Professor Jeffrey C. Hall: Genetic and histochemical mosaicanalysis of behavior mutants of Drosophila melanogaster. Professor
Hugh Huxley:
Structure and
function of muscle.

Professor Attila O. Klein: Regulation of development in higher plants by light. Control of growth, organelle development and macromolecular synthesis in the leaf.

Professor John E. Lisman: Mechanisms of excitation and adaptation in photoreceptors. Professor Alfred Nisonoff (Rosenstiel Center): Immunochemistry. Genetic control of the immune response.

Professor Michael Rosbash: Gene organization in eucaryotes. Macromolecular synthesis during oogenesis.

Professor Jerome A. Schiff: Plant biochemistry and physiology. Photocontrol of intracellular development. Sulphur metabolism. Professor Andrew G. Szent-Györgyi: Mechanism of muscle contraction. Regulation of contractile proteins in both primitive and more advanced animals. Associate Professor Eve E. Marder: Neurotransmitter modulation of neural circuits.

Associate Professor Joan L. Press (Rosenstiel Center): Developmental immunology and immunogenetics. Associate Professor Lawrence J. Wangh: Steroid hormone regulated biosynthetic responses of *Xenopus* liver cells.

Associate Professor Kalpana P. White: Developmental neurogenetics. Adjunct Associate Professor Judith E. Tsipis: Virology.

Assistant Professor Erik Selsing (Rosenstiel Center:) Molecular immunology. Assistant Professor Ranjan Sen: Molecular immunology.

Assistant Professor Timothy Tully: Molecular biology. Genetics.

#### Degree Requirements

At least one year of teaching experience (or equivalent) is required of all degree

Master of Arts

The goal of the Biology department is to train students in original research on the level of the Ph.D. Doctoral students who have successfully completed two years of course work may petition the department for the award of a master's degree.

Doctor of Philosophy

Program of Study.

All students will be expected to obtain a knowledge of the principles and techniques of the areas represented in the department, i.e., genetics, developmental biology, molecular biology, neurobiology, immunology and cell biology. The background a student is expected to have in these areas will be covered in courses given by the department. Entering students will do research rotations in at least three different laboratories. The student will be expected also to have additional background in his or her area of specialization as well as experience in seminar and research courses to be designated.

Each student will choose his or her specific field of interest and will apply for a permanent advisor to be agreed upon by the department at the end of the first year. The advisor will assist the student in planning a well-balanced program in his or her specific field of interest. In addition, the advisor will ordinarily serve as the chair of the student's dissertation examining committee.

Language Requirement. There is no foreign language requirement for the Ph.D. degree.

Qualifying Examination. The qualifying examination consists of two propositions. These are written and defended orally. Part 1 is taken in the middle of the second year. Part 2 is taken in the third year.

Admission to Candidacy. To be admitted to candidacy, the student must have (a) completed all required course work, (b) passed the qualifying examination, and (c) been accepted by a graduate advisor.

Dissertation and Defense.

Each student will conduct an original investigation. With the approval of the student's advisor, however, research courses may be elected at any time. After submission of the dissertation, the candidate will be expected to present the principal results of his or her work and its significance during an examination in defense of the dissertation. A public seminar to one University community is also required.

#### Courses of Instruction

Biology 100a.
Photobiology of
Cells and
Organelles

Basic photobiology including an introduction to the physical and chemical concepts involved, the influence of the changing solar spectrum on the course of evolution, the catalytic uses of light by living systems including photoperception (phototropism, phototaxis and the evolution of visual systems), photomorphogenesis (blue light and re-far red systems), photoinduced rhythms, and other biological responses to light, energy storage including the photosynthetic apparatus, membranes and reaction centers, photosynthetic electron transport and phosphorylation, photosynthetic carbon metabolism and photoreduction, utilization of assimilatory power in reductive reactions, the deleterious effects of light including photodynamic action, photoprotection, erythemal effects, ultraviolet damage to the genetic material and its photorepair and the evolution of repair systems and medical applications.

Usually offered in odd years.

Messrs. Gibbs, Schiff and Staff

#### Biology 101a. The Electron Microscope

One of the most powerful instruments in modern research is the electron microscope. With it, scientists can examine the outer surface of a whole beetle, the inner workings of cells and can even see single atoms. Find out how the machine works, how it is used and what it is used for.

Usually offered every third year.

Mr. DeRosier

#### Biology 102b. Structural Molecular Biology

A deeper discussion of the material in Biology 70b, focussing on such topics as molecular recognition in protein-nucleic acid and protein-protein interactions. Experimental methods, such as X-ray crystallography and electron microscopy, will be included. Suitable for first year graduate students and qualified undergraduates.

Usually offered in odd years.

Ms. Cohen

#### Biology 103b. Advanced Topics in Cell and Molecular Biology

The course will examine a number of key questions concerning the molecular basis of a range of essential cellular mechanisms, and will analyze in detail the technical and theoretical advances which have made possible some of the crucial experiments on which our current knowledge is based.

Usually offered in odd years.

Mr. Huxley

#### Biology 105b. Eukaryotic Molecular Biology

The structure and control of eukaryotic genes and their products. Experimental support for current views of control will be emphasized. Research papers will be discussed.

Usually offered in odd years.

Staff

#### Biology 107a. Behavioral Genetics

Usually offered every fourth year.

Mr. Hall

#### Biology 122b. Advanced Genetics

A deeper and more detailed discussion of topics introduced in Biology 21. Two basic approaches will be emphasized: cytogenetics and molecular genetics. Problems currently under investigation will be discussed.

Usually offered in even years.

Mr. Haber

#### Biology 124b. Animal Virology

Usually offered every third year.

Ms. Tsipis

#### Biology 125a. Immunology

A discussion of the biological aspects of the immune response. Topics to be covered include antibody structure and function; properties and characteristics of the cells involved in cell-mediated immunity, transplantation immunity, allergy and humoral immunity; tolerance of the cellular perception of self and non-self; generation of antibody diversity; regulatory mechanisms involved in cell interaction, including suppression and genetic control; and aspects of tumor immunity.

Usually offered every year.

Mr. Nisonoff

#### Biology 142b. Neurobiology

This course is designed as an introduction to the field of neurobiology. Original papers and a textbook will provide readings. Topics: membrane electrophysiology, synaptic transmission, sensory processing, generation of motor patterns and neuronal plasticity. For graduate students with little or no previous course work.

Usually offered in odd years.

Mr. Levitan

Biology 306d.

Biology 307d.

Immunology

Biology 308d. Topics in Plant

Biochemistry and Metabolism

Physiology,

Topics in

Topics in Neurobiology Usually offered every year.

Usually offered every year.

Usually offered every year.

Staff

Staff

Staff

The course will consider the use of classical genetics, cytogenetics and molecular genetics in the analysis of developmental problems. Developmental processes such as oogenesis, embryogenesis and gene amplification will be used as framework for discussion of such genetic techniques as gyandromorph mapping, somatic recombination, cytoplasmic and cellular transplantation, in situ hybridization, somatic cell recombination, etc. Readings will be assigned from the literature.

Usually offered every fourth year.

Mr. Hall

35	Biology		
Biology 400d. Biophysics of Microorganisms	Mr. Epstein	Biology 414d. Gene Organization Eukaryotes. Macromolecular Synthesis During	
Biology 401d. Photobiology and Plant Physiology	Mr. Schiff	Oogenesis Biology 415d.	Mr. Rosbash
Biology 402d. Photobiochemistry and Plant Metabolism	Mr. Gibbs	Biology Hou.  Biochemistry and Genetics of Differentiation	Mr. Haber
	MI. GIBBS	Biology 417d. Muscle Physiology	Mr. Huxley
Biology 403d. Immunochemistry: Genetic Control of the Immune Response	Mr. Nisonoff	Biology 418d. Developmental Immunology	Ms. Press
Biology 404d. Developmental Neurobiology	Ms. White	Biology 419d. Immunology	Mr. Selsing
Biology 405d. Cell Differentiation and Morphogenesis	Mr. Fulton	Biology 420d. Nutritional Patho-physiology	Mr. Hayes
Biology 406d. Neurophysiology	Ms. Marder	Biology 421d. Molecular Immunology	Mr. Sen
Biology 407d. Structural Biochemistry	Ms. Cohen	Biology 422d. Molecular Biology. Genetics and Biochemistry of Drosophila.	
Biology 408d. Behavioral Genetics	Mr. Hall	Learning and Memory.	Mr. Tully
Biology 409d. Biophysics of Visual Transduction	Mr. Lisman	Biology Journal Clubs	There are a number of informal Journal Clubs which discuss topics of concern to the various specialties. These will meet regularly (usually two hours a week), throughout the
Biology 410d. Plant Development	Mr. Klein		year under the auspices of the staff. Students are required to attend at least one of these Journal Clubs.
Biology 411d. Gene Control in Vitellogeniu	Mr. Wangh		
Biology 412d. Structural Molecular Biology	Mr. DeRosier		
Biology 413d. General Physiology	Mr. Szent-Györgyi		

## **Biophysics**

### Objectives

The interdepartmental graduate program in biophysics, leading to the degree of Doctor of Philosophy, is designed to provide a broad background in the physics and chemistry of living processes and to develop the students' capacity for independent research. The program offers opportunity for study and research in biophysical chemistry, cellular physiology, molecular genetics, photobiology, psychophysics and structural biology. Applicants are expected to have strong backgrounds in physical science with undergraduate concentrations in biology, chemistry, mathematics, physics or engineering.

### Admission

The general requirements for admission to the Graduate School are given in an earlier section of this catalog. Applications should include, in addition to letters of reference, a personal statement giving reasons for choosing biophysics and indicating areas of interest. Applicants are required to take the Graduate Record Examination and are encouraged to visit Brandeis for interviews, if possible.

## Faculty Advisory Committee

Professor Carolyn Cohen (Biology), Chair

Professor P Donald Caspar (Physics) P

Professor John E. Lisman (Biology)

Professor Alfred G. Redfield (Physics and Biochemistry) Professor Christopher Miller (Biochemistry)

Associate Professor Judith Herzfeld (Chemistry) The faculty of the Biophysics Program is composed of members of the Biochemistry, Biology, Chemistry and Physics departments. About 20 faculty members participate in this graduate program.

### Degree Requirements Doctor of Philosophy

Program of Study.

Since Biophysics is a very broad field and students may have widely different backgrounds and goals, the course of study is flexible. During the first year students take Biophysics 300, a course in which students meet with selected faculty members to explore areas of research. Students are also required to successfully complete Biophysics 200b.

In addition, students generally complete the following courses: Advanced Biochemistry (Biochemistry (Biochemistry 101a), Introduction to Physical Biochemistry (Biophysics 104b), Structural Biology (Biophysics 102b) and Biophysical Optics (Biophysics 101a), Courses to complete the student's program will depend on the student's background and interests. The additional courses may be in the areas of biochemistry, biology, biophysics, chemistry, mathematics, photobiology or physics.

Language Requirements.

Admission to Candidacy.

Dissertation and Defense.

Reading knowledge of one foreign language, chosen from French, German or Russian. A knowledge of computer programming may be substituted.

Students are admitted to candidacy on the basis of academic performance and on research proposals that they develop and defend, generally during the second year of study. Students must pass Biophysics 200b in order to qualify for admission to candidacy.

Each doctoral candidate will submit a dissertation describing his or her research and will be required to defend it in a Final Oral Examination.

## Courses of Instruction

	A required seminar for biophysics majors which will deal with current biophysical research. Emphasis is on the understanding, critical evaluation and use of scientific literature. Students will discuss topics from the areas of biophysical chemistry, cellular physiology, molecular genetics, photobiology and structural biology, based on the reading of significant articles. In consultation with the faculty, each student will develop a research proposition based on independent reading and will prepare a research plan in the form of a thesis proposal.		
	Open to graduate students in other sciences with permission of the instructor.		
	Offered every year.		
	Mr. Caspar		
Research in Biophysics	Students carry out a project in the research laboratory of one of the faculty members. Projects and faculty are selected from the departments of biochemistry, biology, chemistry and physics. At least three terms of Biophysics 300 are required.		
	Offered every year.		
	Staff		
	lepartment in which they are doing their		
research. Following is a partial li	st of advanced courses which may be of he Biophysics Program.		
research.  Following is a partial linterest to students in the Biochemistry 104b.	st of advanced courses which may be of		
research. Following is a partial li interest to students in t	st of advanced courses which may be of he Biophysics Program.		
Following is a partial li- interest to students in t Biochemistry 104b. Introduction to Physical Biochemistry Biochemistry 142a.	st of advanced courses which may be of he Biophysics Program.  Usually offered every year.		
Following is a partial li- interest to students in t Biochemistry 104b. Introduction to Physical Biochemistry	st of advanced courses which may be of he Biophysics Program.  Usually offered every year.  Messrs. Timasheff, Miller and Redfield		
Following is a partial li- interest to students in t  Biochemistry 104b. Introduction to Physical Biochemistry Biochemistry 142a. Neurochemistry and Cellular Neurobiology  Biology 100a.	st of advanced courses which may be of he Biophysics Program.  Usually offered every year.  Messrs. Timasheff, Miller and Redfield  Usually offered every year.		
Following is a partial li- interest to students in t Biochemistry 104b. Introduction to Physical Biochemistry Biochemistry 142a. Neurochemistry and Cellular Neurobiology	st of advanced courses which may be of he Biophysics Program.  Usually offered every year.  Messrs. Timasheff, Miller and Redfield  Usually offered every year.  Mr. Levitan		
Following is a partial li- interest to students in t  Biochemistry 104b. Introduction to Physical Biochemistry Biochemistry 142a. Neurochemistry and Cellular Neurobiology  Biology 100a. Photobiology of Cells and Organelles  Biology 101a.	st of advanced courses which may be of he Biophysics Program.  Usually offered every year.  Messrs. Timasheff, Miller and Redfield  Usually offered every year.  Mr. Levitan  Usually offered in odd years.		
Following is a partial li- interest to students in t  Biochemistry 104b. Introduction to Physical Biochemistry Biochemistry 142a. Neurochemistry and Cellular Neurobiology  Biology 100a. Photobiology of Cells and Organelles	st of advanced courses which may be of he Biophysics Program.  Usually offered every year.  Messrs. Timasheff, Miller and Redfield  Usually offered every year.  Mr. Levitan  Usually offered in odd years.  Messrs. Gibbs, Schiff and Staff		
Following is a partial li- interest to students in t  Biochemistry 104b. Introduction to Physical Biochemistry  Biochemistry 142a. Neurochemistry and Cellular Neurobiology  Biology 100a. Photobiology of Cells and Organelles  Biology 101a. The Electron	st of advanced courses which may be of he Biophysics Program.  Usually offered every year.  Messrs. Timasheff, Miller and Redfield  Usually offered every year.  Mr. Levitan  Usually offered in odd years.  Messrs. Gibbs, Schiff and Staff  Usually offered every third year.		

Biology 103b. Advanced Topics in Cell and Molecular Biology	Usually offered in odd years. Mr. Huxley		
Biology 105b. Eukaryotic Molecular Biology	Usually offered in odd years. Mr. Sen		
Biology 144b. Neurobiology	Usually offered in even years. Mr. Lisman		
Biology 145b. Integrative Neurobiology	Usually offered in odd years.  Ms. Marder		
Chemistry 229b. Introduction to X-ray Structure Diffraction	Usually offered every third year.  Mr. Foxman		
Physics 152b. Biological Assembly	Usually offered every third year.  Mr. Caspar		

## Chemistry

## Objectives

The graduate program in chemistry, comprising course work, seminar participation, and research, is designed to lead to a broad understanding of the subject. The graduate program leads to the M.A. and Ph.D. degrees in chemistry. The Ph.D. is offered with specializations in inorganic, organic, physical and physical-organic chemistry and in chemical-physics. (Detailed information on the interdisciplinary specialization in chemical physics is found on page 44). All students will be required to demonstrate knowledge in advanced areas of inorganic, organic and physical chemistry. The doctoral program is designed to be flexible so that individual programs of study may be devised to satisfy the particular interests and needs of each student. In each case this program will be decided by joint consultation between the student and the Departmental Committee of Graduate Studies and the thesis supervisor, when selected. The doctoral program will normally include a basic set of courses in the student's own area of interest, to be supplemented by advanced courses in chemistry and, where appropriate, in biochemistry, biology, mathematics and physics.

### Admission

The general requirements for admission to the Graduate School, given in an earlier section of this catalog, apply to candidates for admission to this area of study. In addition, the undergraduate curriculum of applicants should include courses in physics and mathematics (differential and integral calculus), and courses in general, inorganic, analytical, organic and physical chemistry.

Admission to advanced courses will be based upon results of a qualifying examination in each of these areas of chemistry, which will be taken upon entrance. These examinations will determine if the student shall be required to make up deficiencies in preparation. The results of the qualifying examinations will be considered in the assignment of awards for the subsequent years of graduate study and in determining a student's eligibility to continue in a degree program.

## Faculty

Professor Peter C. Jordan, Chair: Statistical mechanics of membrane transport; electrostatic modeling of ion pores; molecular dynamics; theories of ionic solvation.

Professor In-Yam Chan: Magnetic resonance under high pressure laser spectroscopy.

Professor Irving R. Epstein: Experimental and theoretical studies of oscillating chemical reactions and dynamic instabilities; mathematical modeling of biochemical kinetics. Professor Bruce M. Foxman: X-ray stucture determination; coordination polymers; chemical, physical and crystallographic studies of solid-state reactions; automatic solution of crystal structures using novel computer techniques.

Professor Ernest Grunwald: Solvation in polar liquid solutions; molecular structure of ion pairs; structureenergy relationships; concerted reaction mechanism.

Professor Michael Henchman, Cochair, Graduate Studies Committee: The chemistry of ions in the gas phase; the effect of solvation on reactivity and mechanism; deuterium fractionation in interstellar molecules. Professor James B. Hendrickson: Synthesis of natural products; computerization of synthesis design and development of new synthetic reactions.

Professor Philip M. Keehn, Cochair, Graduate Studies Committee: Synthetic methods, organic synthesis of strained rings and theoretically interesting molecules; applications of NMR spectroscopy to organic systems; photooxidation; pure and applied laser chemistry of organic systems; host-guest complexes.

Professor Kenneth Kustin: Inorganic biochemistry; vanadium and iron in tunicate blood cells and human tissues; fast reactions; oscillating reactions. Professor Henry Linschitz: Reactions of excited molecules; electrontransfer processes; photo-ionization in solution; metal complexes; physical mechanisms of photo biological processes.

Professor
Myron Rosenblum:
Chemistry of
organometallic
complexes of the
transition elements.
New methods in
organic synthesis
employing
organometallic
complexes.
Electroactive
organometallic
polymers.

Professor Barry B. Snider: Synthetic methods; mechanism of synthetically important reactions; total synthesis of natural products. Professor
Colin Steel:
Chemistry of excited
molecules and
radicals; the kinetics
and mechanisms of
photochemical and
thermal reactions;
photophysics and
photochemistry of
infrared laserinduced reactions.

Professor Robert Stevenson: Isolation and structure of natural products; compounds of medicinal interest (steroids, terpenoids, lignans, heterocyclics).

Professor Thomas R. Tuttle: Chemistry of liquid solutions; the composition and structures of species in metal solutions in polar solvents; application of spectroscopy, e.g., magnetic resonance, optical and spectropolarimetry to elucidation of the composition and structure of solutions; theory of chemical species in solution.

Associate Professor Judith Herzfeld:
Non-ideality and liquid-crystalline behavior of surfactant micelles and polymerizing proteins; solid state NMR studies of structure and dynamics in membrane proteins.

Assistant Professor Thomas C. Pochapsky: Design and synthesis of molecular recognition systems; transient interactions in solution by NMR; NMR of soluble proteins; protein stability and folding by NMR and mutagenesis.

Assistant Professor Alan M. Stolzenberg: Bioinorganic chemistry; synthesis, structure, and reactivity of inorganic and organometallic complexes; homogeneous catalysis; electrochemistry and electron transfer.

### Degree Requirements

Detailed information on the interdisciplinary specialization in chemical physics is found on page 44.

Entering students may be admitted to either the master's or the doctoral program.

All candidates for advanced degrees are required to meet the following requirements:

Qualifying Examination. Each student is expected to demonstrate a satisfactory knowledge of undergraduate chemistry by the performance in four qualifying examinations; one each in physical chemistry, organic, inorganic and analytical chemistry. These examinations are set twice a year, before the start of each semester. Results of these examinations will be used as an aid in constructing the student's initial program of course work and will be considered by the Graduate Studies Committee in evaluating the student's progress.

Language Requirements. Each student is obliged to demonstrate a useful reading knowledge of scientific French, German or Russian within the first two years of residence.

Seminar.

Each student in residence is required to attend and participate in the seminar in his or her chosen area of concentration throughout the period of graduate study.

Teaching.

It is expected that all graduate students will do some undergraduate teaching during the course of their studies.

Placement and Evaluation of Progress. Recommendations with respect to the firstyear course of study will be based upon the performance on the initial qualifying examinations. Admission to the graduate degree programs will be based on the student's record in course work during the first year and the performance on the qualifying examinations. Further progress will be evaluated on a yearly basis by the Graduate Studies Committee.

#### Master of Arts

Program of Study.

Each candidate is required to complete successfully one year of study at the graduate level in chemistry, or, with prior permission of the Graduate Studies Committee, in related fields. The program will include laboratory work and, normally, six semester courses at the graduate level. The detailed program of study will be one jointly arrived at by the candidate and the Graduate Studies Committee to reflect the candidate's area of interest as well as perspective of other areas.

Residence Requirement.

The minimum residence requirement for the M.A. degree is one year.

#### Doctor of Philosophy

Program of Study.

A balanced program of study will be prepared by the students and the Graduate Studies Committee. In general, students will be required to take a minimum of seven graduate level courses, of which two must lie outside the student's field of research. If a student fails to pass a qualifying examination after two attempts, a graduate course has to be taken in that area of chemistry before the end of the second year. For this purpose a list of appropriate courses is available upon request. For students entering with previous graduate experience, up to five courses may be transferred for credit. It is expected that doctoral students will choose a research advisor during the first year, normally in the second semester.

Admission to Candidacy.

A student is recommended for admission to candidacy for the doctoral degree upon certification by his or her thesis advisor and the Graduate Studies Committee that the student has satisfied the qualifying and language examination requirements and has made satisfactory progress in the program of study, research and the final Ph.D. examinations.

Final Examinations.

The graduate student must demonstrate proficiency by taking final examinations in his or her major field: organic, physicalorganic, physical or inorganic chemistry. In the organic chemistry program, a cumulative examination procedure is used. Each year, six one-hour examinations (on unannounced topics), and one three-hour examination (on an announced reading) are given. Each one hour examination passed is worth one unit and each reading examination is worth up to three units depending upon the pass level. The final examination requirement is satisfied by the student having accumulated nine units of which no more than six are from reading examinations. In physical-organic chemistry, final examinations are administered twice a year and are based on assigned readings. Students must pass three of these examinations. In physical chemistry and inorganic chemistry, generally during the third semester of graduate work, the student is assigned a set of propositions. In physical chemistry the set consists of three propositions; the student takes a written examination on one proposition and is examined orally on all three. In inorganic chemistry the student is assigned two propositions. He or she takes a written examination on one proposition, and is examined orally on a research proposal (supplied either by the student or faculty) and the remaining proposition. Students in all fields must maintain satisfactory progress by passing these examinations.

Residence Requirements. The minimum residence requirement for the Ph.D. degree is two years.

Dissertation and Defense. A dissertation is required which describes the results of an original investigation and which demonstrates the competence of the candidate in independent investigation, critical ability and effectiveness of expression. The student must successfully defend the dissertation at a final oral examination.

## Courses of Instruction

Chemistry 110b. Instrumental Analytical Chemistry	Techniques of instrumental chemical analysis. Application of instrumental methods to the separation and analysis of complex mixtures. Instruction on both principles and use of equipment. Students rotate through ongoing research laboratories. Data treatment includes computers in the analytical chemistry laboratory. Prerequisite: Satisfactory grade in Chemistry 41a, 41b,	Chemistry 133a. Advanced Organic Chemistry: Mechanisms	Principles of the determination of reaction mechanisms. Substituent effects. Mechanisms of nucleophilic and electrophilic substitution reactions. Carbocation chemistry. Mechanisms of addition and elimination. Acidity and basicity.
			Usually offered every year.
	59a, 59b or the equivalent.		Mr. Grunwald
	Usually offered in odd years.	Chemistry 134b.	Modern synthetic methods will be covered
	Staff	Advanced Organie Chemistry: Synthesis	with an emphasis on mechanism and stereochemical control. Formation of carbon- carbon single and double bonds and
Chemistry 113b. Advanced Laboratory Techniques: Modern Organic	An advanced laboratory course designed to give experience in modern methods of organic transformations in a research environment. Experiment projects will emphasize the use of various techniques (e.g.,		carbocycles and procedures for oxidation, reduction and functional group interchange will be discussed. Selected total syntheses wil be examined.
Methods	vacuum, gas inert atmosphere) on a variety of important reactions.		Usually offered every year.
	Usually offered every third year.		Mr. Snider
	Staff	Chemistry 137b. The Chemistry of Organic Natural	Natural products chemistry will be surveyed within a biogenetic framework. Occurrence, isolation, structure elucidation, biogenesis
Chemistry 121a. Inorganie Chemistry I, Lectures	Symmetry and structure; bonding; physical and chemical aspects of the chemistry of the elements. Prerequisite: Satisfactory grade in an undergraduate course in physical chemistry. Three lecture hours a week.	Products	and synthesis will be covered with an emphasis on modern methods of establishin biogenesis and biogenetic type synthesis. Prerequisite: Satisfactory grade in an undergraduate course in organic chemistry.
	Usually offered every year.		Usually offered every year.
	Mr. Tuttle		Mr. Stevenson
Chemistry 130a. Advanced Organic Chemistry: Structure	Introduction to group theory and its application to molecular orbital theory and spectroscopy.	Chemistry 141a. Advanced Physical Chemistry I	Classical and statistical thermodynamics: laws, tools and applications. System heterogeneity (membrane equilibria, phase separation). Chemical changes (redox
	Usually offered every year.  Mr. Rosenblum		systems, coupled reactions, macromolecular assembly). Molecular modelling (gas phase reactions, non-ideality, elasticity). Prerequisite: Satisfactory grade in an
Chemistry 131a.	Stereochemistry, conformational analysis and		undergraduate course in physical chemistry.
Advanced Organic Chemistry: Topics	reactive intermediates. Theory of aromaticity and electrocyclic reactions.		Usually offered every year.
in Structure and Reactivity	Usually offered every year.		Ms. Herzfeld
	Staff	Chemistry 141b. Advanced Physical	Irreversible thermodynamics and chemical kinetics. Entropy production, reciprocal
Chemistry 132b. Advanced Organie Chemistry:	Application of physical and spectroscopic methods to the elucidation of structure and stereochemistry of organic compounds.	Chemistry I	relations, microscopic reversibility and regression of fluctuations. Active transport, relaxation kinetics and oscillating reactions Solution kinetics including enzyme reaction
Spectroscopy	Usually offered every year.		Gas kinetics and theories of elementary processes. Microscopic kinetics: energy
	Mr. Stevenson		transfer and collision dynamics. Prerequisite: Satisfactory grade in Chemistry 141a or permission of instructor.
			Usually offered every year.
			Mr. Kustin

Chemistry 15th.  Chemistry 15th. Chemistry 25th. Chemistry 25t	1	Chemistry		
Usually offered every year.  Mr. Chan  A continuation of 142b. Advanced Physical Chemistry 143a. Advanced Physical Chemistry 145b. Special Topics in Usually offered in even years. Mr. Tuttle  Chemistry 145b. Special Topics in Chemistry 147b. Applications of Group Theoretical Methods to Problems in Chemistry 147b. Special Topics in Chemistry 147b. Applications of Group Theoretical Methods to Problems in Chemistry Usually offered every third year. Staff  Chemistry 150c. Special Topics in Chemistry 200c. Advanced Physical Chemistry 200c. Laboratory  Chemistry 200c.	Advanced Physical	methods. Schrodinger's equation, simple model systems, angular momenta, perturbation theory and variational principle. Prerequisite: Satisfactory grade in an	Organic Chemistry	chemistry, who must audit this course each year.  Offered every year.
Chemistry 145a. Akhumed Physical Chemistry II  Chemistry II  Chemistry 145b. Special Topics in Ouantum chemistry, spin, atomic and molecular structure, spectroscopy, chemical binding, advanced topics.  Usually offered in even years.  Mr. Tuttle  Usually offered every third year.  Special Topics in Chemistry 147b. Applications of Applications of Applications of Problems in Chemistry Usually offered every third year.  Staff  Chemistry 150c. Special Topics in Chemistry 200d. Advanced topics Staff  Chemistry 200d. Advanced topics Staff  Chemistry 250c. Chemistry 200d. Che		Usually offered every year.		Stair
Chemistry 143a. Advanced Physical Chemistry 11  Ouantum chemistry; spin, atomic and nolocelar structure, spectroscopy, chemical binding, advanced topics.  Usually offered in even years.  Mr. Tuttle  Chemistry 145b. Special Topics in Chemistry  Finite groups and the theory of representations. Aphications of applications of the presentations. Aphications in ligand field momentum. Atomic spectra degeneracies, selection, rules and evaluation matrix, elements. Molecular quantum mechanics rotational and magnetic resonance spectroscopy.  Usually offered every third year.  Staff  Chemistry 200d. Advanced Chemistry  Chemistry 220c. Chemistry 245a. Thermodynamics special distruction equipment solving crystal and vary difference of properties. The properties of properties of properties of properties of properties of properties of		Mr. Chan	Special Topics in	The synthesis and properties of non-naturally occurring materials. Focus will be on
Chemistry 145b. special Topies in Chemistry 147b. Applications of Group Theoretical Methods to Problems in Chemistry 147b. Applications of Group Theoretical Methods to Problems in Chemistry Seminar  Chemistry 150c. special Topies in Chemistry 150c. special Topies in Chemistry 150c. special Topies in Chemistry 220c. how the Chemistry 250c. Special Topies in Chemistry 250c. Seminar  Chemistry 250c. Chemistry 250c. Chemistry 250c. Chemistry 250c. Special Topies in Chemistry Seminar  Chemistry 250c. Chemistry 250c. Seminar  Chemistry 250c. Chemistry 250c. Chemistry 250c. Chemistry 250c. Chemistry 250c. Special Topies in Chemistry 250c. Chemistry 250c. Chemistry 250c. Special Topies in Chemistry 250c. Chemistry 250c. Chemistry 250c. Chemistry 250c. Special Topies in Chemistry 250c. Chemistry 250c. Chemistry 250c. Special Topies in Chemistry 250c. Chemistry 250c. Chemistry 250c. Chemistry 250c. Special Topies in Chemistry 250c. Chemistry 250c. Chemistry 250c. Special Topies in Chemistry 250c. Che	Advanced Physical	Quantum chemistry; spin, atomic and molecular structure, spectroscopy, chemical binding, advanced topics.	Organic Chemistry	preparing small, strained and contorted molecules. The chemical and physical properties of the materials will be discussed in order to shed light on the utility of these compounds in solving fundamental and applied chemical problems.
Chemistry 147b. Special Topies in Chemistry 147b. Applications of Group Theoretical Michods to Brobleans in Chemistry 150c. Special Topies in Chemistry 240c. Physical-Organic Chemistry 150c. Special Topies in Chemistry 240c. Special Topies in Chemistry 240c. Special Topies in Chemistry 250c. Chemistry 200d. Advanced Chemistry Chemistry 260c. Chemistry 220c. Inorganic Chemistry Seminar  Chemistry 220c. Chemistry 220c. Chemistry 220c. Chemistry 220c. Chemistry 220c. Chemistry 220c. Chemistry 250c. C		Mr. Tuttle		
Chemistry 147b.   Applications of Group Theoretical Methods to Mr. Epstein   Physical-Organic Chemistry, who must audit this course each year.				Mr. Keehn
Applications of Croup Theoretical Methods to Problems in Chemistry Problems in Chemistry and Echemistry and Echemistry and Echemistry and Echemistry and Echemistry and Echemistry Staff  Chemistry 150c. Special Topics in Chemistry 200d. Advanced Chemistry Early 220c. Inorganic Chemistry 220c. Inorganic Chemistry Seminar  Chemistry 220c. Inorganic Chemistry Seminar  Required of graduate students in physical Chemistry Staff  Elementary statistical mechanics of ensembles of molecules and applications to thermodynamics of lonic Solvation physical Chemistry Seminar  Chemistry 220c. Inorganic Chemistry Seminar  Chemistry 220c. Inorganic Chemistry Seminar  Chemistry 220c. Inorganic Chemistry Staff  Chemistry Staff  Chemistry 220c. Inorganic Chemistry Staff  Chemistry	Special Topics in		Physical-Organic	
Applications of Group Theoretical Methods to Problems in Chemistry Problems in Chemistry Chemistry and Chemistry Chemistry 290c. Special Topics in Chemistry 220c. Inorganic Chemistry 240c. Advanced Chemistry 250c. Inorganic Chemistry Seminar  Chemistry 220c. Inorganic Chemistry Seminar  Chemistry Seminar  Chemistry 220c. Inorganic Chemistry Seminar  Chemistry Seminar  Chemistry 220c. Inorganic Chemistry Seminar  Chemistry	Chemistry 147b.	Finite groups and the theory of		Offered every year.
Chemistry 290c.   Chemistry 220c.   Chemistry 230c.   Chemistry 230c.   Chemistry 230c.   Chemistry 230c.   Chemistry 230c.   Chemistry 240c.   Chemistry	Applications of Group Theoretical Methods to	representations. Applications in ligand field theory. Full rotation group and angular momentum. Atomic spectra: degeneracies,		Staff
Chemistry 150c. Special Topics in Chemistry 200d. Advanced Chemistry Laboratory  Chemistry 220c. Inorganic Chemistry, who must audit this course each year.  Staff  Chemistry 243b. Staff  Chemistry 245a. Thermodynamics  Chemistry 245a. Thermodynamic quantities pertaining to its olvation: solubilities, electrochemical cell potentials, collicative properties. The structures of dilute ionic solutions: Deybe-Huckel theories, theories of ionic association equilibrium constants, Relationship of the spectroscopi properties of solvated ions to their thermodynamic properties of ionic association equilibrium constants, Relationship of the spectroscopi properties of solvated ions to their thermodynamic properties of ionic association equilibrium constants, Relationship of the spectroscopi properties of solvated ions to their thermodynamic properties of ionic association equilibrium constants, Relationship of the spectroscopi properties of ionic solvation energies. Measurements of ionicativity coefficients and of ionic association equilibrium constants, Relationship of the spectroscopi properties of ion-solvent clusters to solvated ions to their thermodynamic properties of ionic association equilibrium constants, Relationship of the spectroscopi properties of ionicativity coefficients and of ionic association equilibrium constants, Relationship of the spectroscopi properties of ionicativity coefficients and of ionic association equilibrium constants, Relationship of the spectroscopi properties of ion-solvent clusters to solvated tutorials on the VAX 8650.  Usually offered every third year.  Mr. Foxman  Chemistry 250c. Chemistry 26c. Chemistry 26c. Che		elements. Molecular quantum mechanics: rotational and magnetic resonance	Physical Chemistry	chemistry, who must audit this course each
Chemistry 150c. Special Topics in Chemistry 200d. Advanced Chemistry Laboratory  Chemistry 220c. Inorganic Chemistry Seminar  Chemistry 229b. Special Topics in Chemistry 229b. Special Topics in Chemistry 229b. Special Topics in Chemistry 249b. Staff  Chemistry 245a. Thermodynamics of ensembles of molecules and applications to thermodynamic systems.  Usually offered every third year.  Mr. Grunwald  Chemistry 245a. Thermodynamics of Inorganic Chemistry.  Chemistry 245a. Thermodynamics of Inore Solvation Inorganic Chemistry.  Chemistry 229b. Special Topics in Chemistry.  Chemistry 229b. Special Topics in Chemistry.  Chemistry 245a. Staff  Chemistry 245a. Thermodynamics of Inore Solvation Inorganic Chemistry.  Chemistry Every year.  Staff  Chemistry 245a. Thermodynamics of Inore Solvation Solubilities, electrochemical cell potentials, colligative properties. The structures of dilute ionic solutions. Sleybe-Huckel theories, theories of ionic association equilibrium constants. Relationship of the spectroscopi properties of solvated ions to their thermodynamic properties. Determination single ion quantities. Relationship of the properties of ionic association equilibrium constants. Relationship of the spectroscopi properties of solvated ions to their thermodynamic properties. Determination single ion quantities, Relationship of the spectroscopi properties of solvated ions to their thermodynamic systems.  Usually offered every third year.  Mr. Foxman  Chemistry 250c. Ch		Usually offered in even years.		Offered every year.
Staff  Chemistry 200d. Advanced Chemistry Laboratory  Chemistry 220c. Inorganic Chemistry Seminar  Chemistry 229b. Special Topics in Inorganic Chemistry:  Chemistry 229b. Special Topics in Inorganic Chemistry: Introduction to X-ray Structure Determination  Staff  Staff  Staff  Staff  Staff  Chemistry 245a. Chemistry 245a. Thermodynamics of Ionic Solvation  Chemistry car.  Chemistry 245a. Thermodynamics of Ionic Solvation  Chemistry car.  Chemistry 245a. Thermodynamics of Ionic Solvation solvation: solubilities, electrochemical cell potentials, colligative properties. The structures of ionic association ionic size, single ion solvation energies. Measurements of ionic association of the spectroscopi properties of solvated ions to their thermodynamic on stants, Relationship of the spectroscopi properties of solvated ions to their thermodynamic on stants, Relationship of the spectroscopi properties of solvated ions to their thermodynamic on stants, Relationship of the spectroscopi properties of solvated ions to their thermodynamic on stants, Relationship of the spectroscopi properties of solvated ions to their thermodynamic on stants, Relationship of the spectroscopi properties of solvated ions to their thermodynamic on stants, Relationship of the spectroscopi properties of solvated ions to their thermodynamic on stants, Relationship of the spectroscopi properties of solvated ions to their thermodynamic on stants, Relationship of the spectroscopi properties of solvated ions to their thermodynamic on stants, Relationship of the spectroscopi properties of solvated ions to their thermodynamic on stants, and of ionic association equilibrium constants, Relationship of the spectroscopi properties of solvated ionic size, single ion quantities pertaining to ionic association equilibrium constants, and of ionic association equilibrium constants, Relationship of the spectroscopi properties of solvated ionic size, single ion quantities pertaining to ionic association equilibrium constants, and of ionic association equilibrium		Staff		Staff
Chemistry 200d. Advanced Chemistry Laboratory  Chemistry 220c. Inorganic Chemistry, who must audit this course each year.  Staff  Chemistry 245a. Thermodynamics of lonic Solvation  Chemistry 245b. Seminar  Chemistry 229b. Special Topics in Inorganic Chemistry: Introduction to X-ray Structure Determination  Basic diffraction and space group theory; practical manipulations of crystals and x-ray diffraction equipment; solving crystal structures; interpretation of structural chemistry. Course will feature self-paced tutorials on the VAX 8650.  Usually offered every third year.  Mr. Grunwald  Chemistry 245a. Thermodynamic solvation: Solvation of lonic Solvation  Chemistry 245a. Thermodynamic solvation: Solvation solvation: Solvation: Solvation: Solvation: Solvation: Solvation: Solvation solvation: Solvation solvation:	Special Topics in		Statistical	ensembles of molecules and applications to
Advanced Chemistry Laboratory  Staff  Chemistry 220c. Inorganic Chemistry Seminar  Required of graduate students in inorganic chemistry, who must audit this course each year.  Offered every year.  Staff  Chemistry 229b. Special Topics in Inorganic Chemistry:  Chemistry 229b. Special Topics in Introduction to X-ray Structure Determination  Mr. Grunwald  Chemistry 245a. Thermodynamics of Inorganic chemistry, who must audit this course each year.  Staff  Chemistry 229b. Special Topics in Introduction to X-ray Structure Determination  Mr. Foxman  Mr. Grunwald  Chemistry 245a. Thermodynamics of thermodynamic quantities pertaining to is solvation: solvabilities, electrochemical cell potentials, colligative properties. The structures of dilute ionic solvation: solvat				Usually offered every third year.
Chemistry 220c. Inorganic Chemistry Seminar  Required of graduate students in inorganic chemistry. Chemistry, who must audit this course each year.  Offered every year.  Staff  Chemistry 245a. Thermodynamics of lonic Solvation: solubilities, electrochemical cell potentials, colligative properties. The structures of dilute ionic solutions: Deybe-Huckel theories, theories of ionic association constants. Relationship of the spectroscopi properties of solvated ions to their thermodynamic properties. The structures of dilute ionic solutions: Deybe-Huckel theories, theories of ionic association ionic size, single ion solvation energies. Measurements of ionic association of ionic association equilibrium constants. Relationship of the spectroscopi properties of solvated ions to their thermodynamic properties. Determination structures and of ionic association equilibrium constants. Relationship of the spectroscopi properties of solvated ions to their thermodynamic properties. The structures of dilute ionic solutions: Deybe-Huckel theories, theories of ionic association and of ionic association equilibrium constants. Relationship of the spectroscopi properties of solvated ions to their thermodynamic properties. The structures of dilute ionic solutions: Deybe-Huckel theories, theories of ionic association equilibrium constants. Relationship of the spectroscopi properties of solvated ions to their thermodynamic properties. The structures of dilute ionic solutions: Deybe-Huckel theories, theories of ionic association equilibrium constants. Relationship of the spectroscopi properties of solvated ions to their thermodynamic properties. The structures of dilute ionic solutions: Deybe-Huckel theories, theories of ionic association of the structures; and of ionic association of the structures of dilute ionic solvation of ionic association of the structures of ionic association of the structures of dilute ionic solvation of ionic association of the structures of ionic association of the structures of ionic association of ionic as		Usually offered every year.		Mr. Grunwald
Chemistry 220c. Inorganic Chemistry Seminar  Required of graduate students in inorganic chemistry, who must audit this course each year.  Offered every year.  Staff  Chemistry 229b. Special Topics in Inorganic Chemistry: Introduction to X-ray Structure Determination  Mr. Foxman  Required of graduate students in inorganic chemistry, who must audit this course each year.  Chemistry 229b. Staff  Basic diffraction and space group theory; practical manipulations of crystals and x-ray diffraction equipment; solving crystal structures; interpretation of structural chemistry. Course will feature self-paced tutorials on the VAX 8650.  Usually offered every third year.  Mr. Foxman  Chemistry 245a. Thermodynamics of the themodynamics of oslovation: solubilities, electrochemical cell potentials, colligative properties. The structures of idlute ionic solutions: Deybe-Huckel theories, theories of ionic association equilibrium constants. Relationship of the spectroscopi properties of solvated ions to their thermodynamic properties of every them themodynamics of industries, electrochemical cell potentials, colligative properties. The structures of idlute ionic solutions: Deybe-Huckel theories, theories of ionic association equilibrium constants. Relationship of the spectroscopi properties of solvated ions to their thermodynamic properties of bon-solvent clusters to solvation: solubilities, electrochemical cell potentials, colligative properties. The structures of idlute ionic solvations: Deybe-Huckel theories, theories of ionic association equilibrium constants. Relationship of the spectroscopi properties of solvated ionic size, single ion solvation energies. Measurements of ionic association equilibrium constants. Relationship of the properties of solvated ionic size, single ion solvation energies.  Legremoral defluctions of illute ionic solvations of illute ionic solvation:	Chemistry	Staff		
Chemistry 229b. Special Topics in Inorganic Chemistry: Introduction to Array Structure Determination  Mr. Foxman  Basic diffraction and space group theory; practical manipulations of crystals and x-ray diffraction equipment; solving crystal structures; interpretation of structural chemistry. Course will feature self-paced tutorials on the VAX 8650.  Usually offered every third year.  Mr. Foxman  Chemistry 250c. Chemistry 250c. Chemical Physics Seminar  Required of graduate students in chemical physics, who must audit this course each year.  Offered every year.	Chemistry 220c. Inorganic Chemistry	chemistry, who must audit this course each year.  Offered every year.	. Thermodynamics of	solvation: solubilities, electrochemical cell potentials, colligative properties. The structures of dilute ionic solutions: Deybe-Huckel theories, theories of ionic association ionic size, single ion solvation energies. Measurements of ionicactivity coefficients and of ionic association equilibrium constants. Relationship of the spectroscopic
Usually offered every third year.  Mr. Foxman  Chemistry 250c. Chemical Physics Seminar  Required of graduate students in chemical physics, who must audit this course each year.  Offered every year.	Special Topics in Inorganic Chemistry: Introduction to	practical manipulations of crystals and x-ray diffraction equipment; solving crystal structures; interpretation of structural chemistry. Course will feature self-paced		thermodynamic properties. Determination of single ion quantities. Relationship of the properties of ion-solvent clusters to solvation
Mr. Foxman  Chemistry 250c. Chemical Physics Seminar  Required of graduate students in chemical physics, who must audit this course each year.  Offered every year.				
Chemistry 250c. Chemical Physics Seminar  Chemical Physics, who must audit this course each year.  Offered every year.		Usually offered every third year.		Mr. Futtle
		Mr. Foxman	Chemical Physics	
				Offered every year.
CART				Staff

Chemistry		
puium d invited speakers. Required of all graduate	Chemistry 411d. Physical Chemistry	Chemistry of excited molecules and radicals; the kinetics and mechanisms of photochemical and thermal reactions. Photophysics and photochemistry of infrared laser-induced reactions.
		Mr. Steel
rch		
Chemistry of natural products; steroids, triterpenoids, bisarylpropanoids, benzofurans.	Chemistry 412d. Physical and Physical Organic Chemistry	Molecular electronic spectra at high pressures; solvation in polar liquid solutions; molecular structure of ion pairs. Mr. Grunwald
MI. Stevenson	Chamietay 413d	Mambrana transporti aleatrectatia modeling
Chemistry of organometallic complexes of the transition elements. New methods in organic synthesis employing organometallic	Physical Chemistry	Membrane transport; electrostatic modeling of ion pores; molecular dynamics of ionic motion in biological molecules; theories of ionic solvation.
polymers.		Mr. Jordan
Mr. Rosenblum	Chemistry 414d	Kinetic studies of the reactions and
Synthesis of natural products: development	Physical Chemistry properties of ions a phase.	Kinetic studies of the reactions and properties of ions and solvated ions in the gas phase.
of new synthetic reactions; computerization of synthesis design systematics.		Mr. Henchman
Mr. Hendrickson	Chemistry 415d.	Experimental and theoretical studies of oscillating chemical reactions and dynamic
Reactions of excited molecules; luminescence; electron-transfer processes; metal complexes; physical mechanisms of photobiological	Tayorda onemistry	instabilities; mathematical modeling of biochemical kinetics.
processes.		Mr. Epstein
Mr. Linschitz	Chemistry 416d. Physical Chemistry	ENDOR investigation of organic triplet state molecules. Interaction between an
Experimental and theoretical study of chemical species in solution. Spectroscopic investigations of metal solutions in polar solvents.	,	electronically excited molecule and lattice phonon. Supersonic jet spectroscopy on large molecules. Magnetic resonance under high pressure; coherent phenomena.
Mr. Tuttle		Mr. Chan
Inorganic biochemistry; vanadium and iron in tunicate blood cells and human tissues; fast reactions; oscillating reactions.	Chemistry 417d. Organic Chemistry	Organic synthesis of strained rings and theoretically interesting molecules; synthetic methods; application of nuclear magnetic resonance spectroscopy to organic systems;
Mr. Kustin		photo oxidation; thermal chemistry; pure and applied laser chemistry of organic systems; enclathration and host-guest complexation in
Statistical mechanical and experimental studies of non-ideality in self-assembling systems, with emphasis on the liquid crystalline behavior of polymerizing proteins and surfactant micelles. Spectroscopic studies of structure and dynamics in biological membranes, with emphasis on solid-state NMR experiment and theory applied to the elucidation of light driven proton transport.		tri-o-thymotide. Mr. Keehn
	chemistry of natural products; steroids, triterpenoids, bisarylpropanoids, benzofurans.  Mr. Stevenson  Chemistry of organometallic complexes of the transition elements. New methods in organic synthesis employing organometallic complexes. Electroactive organometallic polymers.  Mr. Rosenblum  Synthesis of natural products; development of new synthetic reactions; computerization of synthesis design systematics.  Mr. Hendrickson  Reactions of excited molecules; luminescence; electron-transfer processes; metal complexes; physical mechanisms of photobiological processes.  Mr. Linschitz  Experimental and theoretical study of chemical species in solution. Spectroscopic investigations of metal solutions in polar solvents.  Mr. Tuttle  Inorganic biochemistry; vanadium and iron in tunicate blood cells and human tissues; fast reactions; oscillating reactions.  Mr. Kustin  Statistical mechanical and experimental studies of non-ideality in self-assembling systems, with emphasis on the liquid crystalline behavior of polymerizing proteins and surfactant micelles. Spectroscopic studies of structure and dynamics in biological membranes, with emphasis on solid-state NMR experiment and theory applied to the	rch  Chemistry of natural products; steroids, triterpenoids, bisarylpropanoids, benzofurans.  Mr. Stevenson  Chemistry of organometallic complexes of the transition elements. New methods in organic synthesis employing organometallic complexes. Electroactive organometallic polymers.  Mr. Rosenblum  Chemistry 413d. Physical Chemistry  Physical Chemistry  Chemistry 413d. Physical Chemistry  Synthesis of natural products; development of new synthetic reactions; computerization of synthesis design systematics.  Mr. Hendrickson  Reactions of excited molecules; luminescence; electron-transfer processes; metal complexes; physical mechanisms of photobiological processes.  Mr. Linschitz  Experimental and theoretical study of chemical species in solution. Spectroscopic investigations of metal solutions in polar solvents.  Mr. Tuttle  Inorganic biochemistry; vanadium and iron in tunicate blood cells and human tissues; fast reactions; oscillating reactions.  Mr. Kustin  Statistical mechanical and experimental studies of non-ideality in self-assembling systems, with emphasis on the liquid crystalline behavior of polymerizing proteins and surfactant micelles. Spectroscopic studies of structure and dynamics in biological membranes, with emphasis on solid-state NMR experiment and theory applied to the

Ms. Herzfeld

43	Chemistry		
Chemistry 419d. Inorganic Chemistry	X-ray structure determination; coordination polymers; reactions in crystals; kinetics, mechanisms, and crystallography of rearrangement, polymerization and decomposition reactions in the solid-state.  Mr. Foxman	Chemistry 422d. Inorganic Chemistry	Bioinorganic chemistry. Coordination chemistry of porphyrins, hydroporphyrins, and related macrocycles. Organometallic chemistry. Chemistry of metallacycles. Mr. Stolzenberg
Chemistry 421d. Organic Chemistry	Synthetic methodology and natural product synthesis. Carbon-carbon bond forming reactions of alkenes and their application to natural product synthesis; intramolecular reactions; oxidative free-radical cyclizations: ketene cyclo additions; ene and Prins reactions; synthesis of biologically active natural products.	Chemistry 423d. Organic Chemistry	Multimolecular complexes; amino acid residue side-chain interactions in peptides and proteins by NMR; globular protein stability. Mr. Pochapsky
	Mr. Snider		

## Chemical Physics

## Ph.D. in Chemistry with Specialization in Chemical Physics

The graduate program in chemical physics is an interdisciplinary specialization designed to meet the needs of students who wish to prepare themselves for the study of scientific problems using the methods and theories of modern physics and physical chemistry. This objective is attained by (1) formal course work in chemistry, physics and, possibly, mathematics; (2) participation in relevant graduate seminars; (3) a program of supervised research involving chemical physics; (4) independent study.

The program is designed to be flexible in providing individual programs of study to satisfy the particular interests and needs of each student. Final programs of study and research will be jointly arrived at by the student, his or her research supervisor and the Chemical Physics Committee. Only candidates for the Ph.D. will be accepted.

### Admission

The general requirements for admission to the Graduate School apply to candidates for admission to the graduate program in chemical physics. Applicants should have a strong undergraduate background in chemistry, physics and mathematics.

## Degree Requirements

No master's degree is offered with specialization in chemical physics, but students who satisfy the appropriate requirements will be eligible for the M.A. degree in chemistry.

All candidates for the Ph.D. degree in Chemistry with specialization in chemical physics must meet the following requirements:

#### Qualifying Examinations.

Each student is expected to demonstrate a satisfactory knowledge of undergraduate chemistry, physics and mathematics by the performance in three qualifying examinations: organic or inorganic chemistry and one each in physical chemistry and in physics/mathematics. These examinations are set twice a year, in August and January. Results of these examinations will be used as an aid in constructing the student's initial program of course work and will be considered by the Chemical Physics Committee in evaluating the student's progress.

Language Requirement. Each student is required to demonstrate a useful reading knowledge of scientific French, German or Russian within the first two years of residence.

Seminar.

Each student in residence is required to attend and to participate in the Chemical Physics Seminar. Participation in other seminars in physics and chemistry is also recommended.

Teaching.

It is expected that all graduate students will do some undergraduate teaching during the course of their studies.

#### Doctor of Philosophy

Program of Study.

It is expected that some candidates for the Ph.D. degree in chemistry with specialization in chemical physics may require a longer period of time in course work than will students in either of the fields of physics or chemistry. In general, the program for the Ph.D. in chemistry with specialization in chemical physics will include eight semester graduate courses: four in physical chemistry, one in either organic or inorganic chemistry and three in physics. No specific course work in mathematics is required, but students are expected to be familiar with the techniques necessary for the proper pursuit of their research. In addition, each student is expected to demonstrate a knowledge of elementary computer programming.

Students may satisfy their program's course requirements in part or in entirety by passing (or giving evidence of ability to pass) the final examination in the appropriate number of such courses. Courses in areas related to chemistry and physics may also be considered by the Chemical Physics Committee in partial fulfillment of the requirements.

Admission to Candidacy.

Students are recommended for admission to candidacy for the doctoral degree upon certification by their thesis advisor and the Chemical Physics Committee that they have satisfied the qualifying and language examination requirements and have made satisfactory progress in the program of study, research and the final Ph.D. examination.

Final Examinations.

Final examinations in chemical physics are generally taken during the third semester of graduate work. The student is assigned a set of three propositions; the student takes a written examination on one proposition and is examined orally on the remaining two.

Residence Requirements. The minimum residence requirement for the Ph.D. degree is two years.

Dissertation and Defense. A dissertation is required which describes the results of an original investigation and which demonstrates the competence of the candidate in independent investigation, critical ability and effectiveness of expression. An oral defense of the dissertation will be held.

## Cognitive Science

See Psychology

## Comparative History

### Objectives

The graduate program in comparative European history leads to the degree of Doctor of Philosophy. It trains students to approach the past from a comparative perspective. This method represents the most fruitful way to interpret the past, and the program fosters it in two ways. First, students will develop expertise in two broad fields of history—either medieval and early modern or early modern and modern. Second, they will study their fields from a thematic approach which transcends national boundaries and moves away from conventional periodization.

The comparative history program gives students a broad understanding of the development of Europe and fosters the ability to make cross-cultural comparisons. The thematic approach is central to the process The Brandeis history faculty is exceptionally diverse in its interests and offers the student a variety of approaches to the past: the study of political structure, economics, the family, social organization, psychohistory, culture and thought. Each student will read widely on two of these subjects and in the process learn what developments were unique and which ones were comparable over time and space. Finally, students will take a non-European field drawn from the Americas, the Near East or the Far East.

The program is designed to prepare students for the competitive academic environment of the next decade. It trains them in methods of historical research and equips them to teach a broad range of subjects. On a deeper level, comparative history fosters intellectual flexibility and interdisciplinary skills which can be creatively employed both inside and outside academia.

A small, select student body will work in close cooperation with the faculty. Most instruction will take place in seminars specifically designed for graduate students or in individual conferences with faculty advisors. From the beginning, the curriculum will help students prepare for their qualifying examinations and guide them toward eventual dissertation research.

During the first year, students must prepare a major research paper on a topic chosen in consultation with a principal advisor. The paper may be comparative in research (involving two or more symmetrical case studies), or it may focus upon a single case (with that research informed by a reading of secondary literature on similar cases). The paper constitutes the major intellectual enterprise of the first year, and students devote one-quarter of their time to it in the first year. The student will also enroll in two introductory graduate colloquia, which cover the early modern and modern periods. During both of their first two years of residence, students must also enroll in the comparative history seminar, which treats significant problems in comparative perspective and introduces students to the methods and issues in comparative history. Students must also enroll in the historiography colloquium (offered alternate years). Finally, before they may take the qualifying examination all students must complete a tutorial or other work focusing on a part of the world geographically or chronologically removed from their principal area of specialization with a view to gaining a comparative perspective on their major research interest.

Students are expected to have a general mastery of two broad fields of history, either medieval and early modern or early modern and modern history. Specifically, they must demonstrate a mastery of two thematic fields within their general fields. These thematic fields will normally be chosen from such approaches as cultural, diplomatic, economic, family, intellectual, political and social history. With the approval of the faculty, a student may substitute a methodological field, such as psychohistory, anthropological history or quantitative history for half of one conventional theme. Students may also petition to substitute the medieval period for a portion of the early modern period.

Students should normally plan to complete all work for the doctorate, including the dissertation, within four to five years after entering the program: prolongation of study past the sixth year is discouraged.

#### Admission

The general requirements for admission to the Graduate School, given in an earlier section of the catalog, apply to candidates for admission to this program. Students with a sound preparation in history and who have demonstrated unusual imagination and critical insight will receive special consideration. Undergraduate majors in the other social sciences or in allied fields such as comparative literature may, however, apply. Applicants should submit a sample of written

work, preferably in European history. Only doctoral candidates will be accepted into the regular program. Unusually well-qualified students with distinguished records who wish to obtain a master's degree in modern history before going onto further training in such fields as law, business, diplomacy, social work, journalism or medicine, or who have already earned degrees in these fields, may also be admitted.

## Faculty

Associate Professor William E. Kapelle, Chair: Medieval history.

Professor Rudolph Binion: Modern history. Culture and thought. Psychohistory. Professor Eugene C. Black: Modern history. Political and social institutions.

Professor David H. Fischer: Modern history. Social institutions.

Professor Gregory Freeze: Russia and Germany. Social history. Professor Morton Keller: Legal and political institutions.

Professor Stephen A. Schuker: Modern diplomatic, economic, political and business history. Professor Bernard Wasserstein: Modern European, Jewish and Near Eastern history. Associate Professor Samuel K. Cohn, Jr. Renaissance and early modern history.

Associate Professor Lorraine Daston: History of science.

Associate Professor Christine Heyrman: Community, religion and economic Colonial America. Associate Professor Alice Kelikian: Modern history. Social institutional history.

Associate Professor James Kloppenburg: Intellectual and cultural history.

Assistant Professor Robert Schneider: Early modern history.

## Degree Requirements

Master of Arts

An M.A. degree in History will be awarded to those students who have satisfactorily completed one year of residence as a full time student, completed all their courses and the research paper, fulfilled the first year language requirement and passed a special examination at the master's level. Students who have completed the Ph.D. qualifying examinations and the stated requirements for the master's degree automatically qualify for conferral of the master's degree.

#### Doctor of Philosophy

Program of Study.

During the first year in the program, students will complete a major research paper and the two colloquia in European history. Within the first two years, they must also take a historiography course and two seminars in comparative history, besides fulfilling the geographical outside-field requirement.

Qualifying Examination. Normally the student will take the qualifying examination during the fifth semester. Any student who has failed to complete the qualifying examination by the sixth semester will be dropped from the program.

Category Examination. The student will normally define a dissertation topic in the term preceding the qualifying examination but in no case later than the end of the sixth semester in the

Language Requirement. The use of foreign languages is an essential tool for the comparative historian. Each student will be expected to pass, upon admission, one language examination testing the ability to read historical prose with a dictionary. The second language examination must be passed before the end of the student's second year of study. All students must show competence in French and German. Medieval students must also offer Latin. Students may in some instances petition to substitute a language appropriate to their research interests for either French or German.

program. During the sixth semester, students

feasible, spend the third or fourth year in the

program abroad pursuing research for the dissertation. Arrangements can be made for conferences with foreign scholars who can

advise on the subject of research.

will make an oral presentation setting their proposed dissertation topic in comparative perspective; this is called the "category examination." The student will, when

Admission to Candidacy.

A student may be admitted to candidacy for the Ph.D. degree when he or she has completed the course and residence requirements, demonstrated proficiency in the required foreign languages, passed the qualifying examination and gained approval of his or her dissertation topic by the faculty of the program.

Dissertation Defense.

When the student's dissertation committee accepts the completed dissertation, the candidate must defend it at a final oral examination.

## Courses of Instruction

Seminars			Comparative History 321 — 339a and b.	321a and b. Mr. Binion	330a and b. Mr. Schuker
History 190a. Historiography	A critical analysis of Usually offered alte	of classical historiography.	Readings	322a and b. Mr. Black	332a and b. Mr. Wasserstein
	Mr. Fischer	imate years.		323a and b. Ms. Daston	333a and b. Mr. Cohn
History 200a.	An introduction to	the major issues and		324a and b. Mr. Fischer	334a and b. Mr. Kapelle
Colloquium in Early Modern European History		ial history of Europe odern and modern periods.		325a and b. Mr. Freeze	335a and b. Ms. Kelikan
	Usually offered eve	ry year.		326a and b. Mr. Keller	338a and b. Mr. Kloppenburg
	Mr. Cohn			327a and b. Mr. Schrecker	339a and b. Mr. Schneider
Comparative History 200b. Colloquium in		ination of major historical om the eighteenth through ories.		328a and b. Ms. Heyrman	Mr. Schneider
European Comparative History Since the	Usually offered in e	even years.		Offered every year.	
Eighteenth Century	Mr. Schuker		Comparative History 401-419.	401d. Mr. Binion 402d. Mr. Black	410d. Mr. Schuker 412d. Mr. Wasserstein
Comparative History 202b. Seminar in Comparative History: Europe	Usually offered in o	dd years.	Dissertation Research	403d. Ms. Daston 404d. Mr. Fischer 405d. Mr. Freeze 406d. Mr. Keller 413d. Mr. Kap 415d. Ms. Kel 418d. Mr. Klo	413d. Mr. Cohn 414d. Mr. Kapelle 415d. Ms. Kelikian 418d. Mr. Kloppenber 419d. Mr. Schneider
1890-1914				Offered every year.	
Comparative History 203b. Seminar in Comparative History: Death in History	Usually offered eve Mr. Cohn	ry third year.	Comparative History 500. Registration in Time		
Comparative History 301 — 319a and b.	301a and b. Mr. Binion	310a and b. Mr. Schuker	In addition the follow Comparative History	ing courses may be take seminars.	n as equivalent to
Research Papers	302a and b. Mr. Black	312a and b. Mr. Wasserstein	History 110a. The Civilization of the Early Middle Ages	Usually offered every	year.
	303a and b. Ms. Daston	313a and b. Mr. Cohn		Mr. Kapelle	
	304a and b. Mr. Fischer	314a and b. Mr. Kapelle	History 110b. The Civilization of	Usually offered every	third year.
	305a and b. Mr. Freeze	315a and b. Ms. Kelikian	the High and Late Middle Ages	Mr. Kapelle	
	306a and b. Mr. Keller	318a and b. Mr. Kloppenberg	History 112b. The Crusades and	Usually offered in odd	years.
	308a and b. Ms. Heyrman	319a and b. Mr. Schneider	the Expansion of Medieval Europe	Mr. Kapelle	
	Offered every year.		History 113a. English Medieval History	Usually offered in odd Mr. Kapelle	years.
			History 123a. The Renaissance	Usually offered every	fourth year.
				Mr. Cohn	

48	Comparative History		
History 123b. The Reformation	Usually offered every third year. Mr. Schneider	History 134a. Nineteenth Century Europe: From Revolution to National Unification	Usually offered alternate years.  Mr. Black
History 124b. Social and Cultural Transformations: The Origins of Capitalism	Usually offered in even years. Mr. Cohn	History 134b. Nineteenth Century Europe: Nationalism.	Usually offered in even years. Mr. Black
History 125a. Early Modern Europe	Usually offered in odd years. Mr. Schneider	Imperialism, Socialism, (1870- 1914)	
History 126b. Tudor-Stuart England	Usually offered in odd years. Mr. Schneider	History 135a. The Cultures of Science	Usually offered every third year.  Ms. Daston
History 127b. Early Modern France	Usually offered in odd years. Mr. Schneider	History 137a. Evolution of the International System, 1815-1945	Usually offered in odd years. Mr. Schuker
History 128b. Early Modern Culture: Society	Usually offered in even years. Mr. Schneider	History 138a. Economy and Society in Europe, 1750-1900	Usually offered in even years.  Ms. Kelikian
History 130a. The French Revolution	Usually offered in even years.  Mr. Black  Usually offered in even years.	History 138b. Industrialization and Social Change, 1900 to the Present	Usually offered every year.  Ms. Kelikian
The Scientific Revolution  History 132a.	Ms. Daston  Usually offered in even years.	History 139a. Women, Work and Family	Usually offered every year.  Ms. Kelikian
European Thought and Culture: Marlowe to Mill	Mr. Binion	History 139b. Fascism East and West	Usually offered every third year.  Ms. Kelikian
History 132b. European Thought and Culture Since Darwin	Usually offered every year. Mr. Binion	History 141b. Studies in British History: 1830 to the Present	Usually offered in odd years. Mr. Black
History 133a. The Enlightenment	Usually offered alternate years.  Ms. Daston	History 142b. Twentieth Century Europe	Usually offered every third year. Mr. Wasserstein
		History 144b. Right and Left in Europe from 1900	Usually offered every fourth year.  Mr. Wasserstein
		History 146b. Hitler, Germany and Europe	Usually offered every third year. Mr. Binion

49	Comparative History		
History 147a. Rise of Imperial Russia	Usually offered in odd years. Mr. Freeze	History 183b. The Great Powers and the Middle East, 1798 to the Present	Usually offered every third year.  Mr. Wasserstein
History 147b. Russia Since 1861	Usually offered in odd years. Mr. Freeze	History 184a. Arabs and Jews in Palestine, 1856- 1948	Usually offered every third year.  Mr. Wasserstein
History 148b. Topics in Imperial Russia	Usually offered every fourth year.  Mr. Freeze	History 186a. The Second World War	Usually offered every third year.  Mr. Wasserstein
History 149a. Topics in Soviet History	Usually offered in odd years. Mr. Freeze	History 194b. Politics and Diplomacy in	Usually offered in odd years. Mr. Schuker
History 173a. The Andean Region from 1400 to the Present	Usually offered in alternate years.  Mr. Gootenberg	Europe, 1914-1945	MI. Senukei
History 174a. Latin American Revolutions and the United States, 1898- 1973	Usually offered every third year.  Mr. Gootenberg	_	

# Comparative Literature

See Joint Program of Literary Studies

## Computer Science

### Objectives

Research in computer science at Brandeis is concerned with the fundamental concepts that arise in the development and use of computing systems. This includes the study of theoretical limitations of computational models, understanding of the basic nature of information, the design of algorithms (serial and parallel), the creation and use of computer languages, the development and management of computational systems, and fundamental issues in artificial intelligence.

Various aspects of computer science are closely related to other fields. The theory of information processing and the exploration of the limits of computational structures are topics in pure and applied mathematics. Language structure and translation are of concern in both computer science and linguistics. Artificial intelligence research has many relationships to current research in psychology and biology. Students in computer science and physics share a common interest in solid state devices and computer design. In addition, current data processing technology is having a significant impact on economics and business Mathematics, cognitive science, biology, physics and economics are among the excellent departments that Brandeis has in these related fields. The rich academic environment that is offered by Brandeis and the Boston area as a whole is conducive for graduate study and research.

A normal program of study in computer science at Brandeis starts with two years of basic graduate course work. At the completion of this course work and the qualifying examinations, students are eligible for a master's degree. During this initial two year period, candidates for the degree of doctor of philosophy select a thesis topic and advisor. Dissertation research typically requires two to three additional years.

Admission

The general requirements for admission to the Graduate School, given in an earlier section of the catalog, apply here. Applicants for admission to the computer science department must submit three letters of recommendation and are also required to take the Graduate Record Examination, including the advanced test in computer science. Funds from research grants and fellowships are available to provide financial support for well-qualified students.

## Faculty

Professor Jacques Cohen, Chair: Compiler design. Analysis of parallel algorithms. Logic programming. Data structures.

Professor David L. Waltz: Artificial intelligence. Natural language processing. Vision. Parallel computational models. Visiting Associate Professor Edward Balkovich: Distributed computing.

Associate Professor Max Chretien: Computer graphics. Computer science and education.

Associate Professor Ira M. Gessel: Combinatories. Number theory.

Associate Professor James A. Storer: Computational complexity. Design and analysis of algorithms. Parallel algorithms. Data compression. VSLI layout. Computational aspects of robotics. Assistant Professor Richard Alterman: Artificial intelligence. Natural language processing, memorybased reasoning and common sense planning.

Assistant Professor Timothy J. Hickey: Complexity, Analysis. Logic programming and parallel processing. Symbolic manipulation. Assistant Professor Harry G. Mairson: Theory. Analysis of algorithms. Lower bounds.

Assistant Professor James Miller: Parallel processing. Lisp language.

Assistant Professor James Pustejovsky: Artificial intelligence. Computational linguistics. Machine learning. Lecturer with rank of Assistant Professor Alex T. Prengel: Computer science education.

Lecturer
Martin Cohn:
Information theory.
Codes. Sequences.
Data compression.

### Degree Requirements Doctor of Philosophy

Program of Study.

Satisfactory completion of an approved sequence of eight semester courses is required. Typically, these are graduate courses taught by the computer science department; other courses (such as those taken as part of previous graduate study) may be approved. The course requirement must be completed within the first two years of study (typically four to six courses the first year and two to four courses the second).

Dissertation Committee. The student must obtain the agreement of one computer science faculty member to serve as his or her advisor and dissertation committee chair. In addition, the student may submit names for consideration in selection of the remaining members of the committee which consists of two other computer science faculty members and one person from outside of the department. The student's adviser then submits a list of committee members for approval at a department meeting. The student's dissertation committee must be established before the general examination, the area examination and the research proposal.

General Examination. The general examination is an oral examination given by the computer science faculty. Its purpose is to evaluate the student's breadth of knowledge of computer science. To assist in studying for this examination, a "general examination bibliography" is available. This bibliography is only a guide; it is not intended that the student be an expert in all areas. Typically, questions will be limited to the material that was covered in courses taken by the student and will emphasize the understanding of basic concepts rather than the memorization of specific details. The general examination must be taken within two years of entering the program.

Area Examination.

The area examination is an oral examination given by the computer science faculty. Its purpose is to evaluate the student's knowledge in his or her areas of doctoral research. The area examination must be taken within one year of passing the general examination.

Research Proposal.

The research proposal consists of a written report together with an oral presentation of the student's proposed area of doctoral research. Contained in the proposal is an outline of related past research in the field (based on a thorough literature search) as well as some preliminary work of the student. The written report must demonstrate satisfactory technical writing skills. The oral presentation must demonstrate satisfactory command of the English language. The research proposal is presented within one year of passing the general examination.

Admission to Candidacy. To be admitted to candidacy for the Ph.D. degree, the student must satisfactorily complete an approved schedule of courses, demonstrate superior performance in the general and area examinations.

Language Requirement. There is no foreign language requirement for the doctoral degree.

Dissertation and Final Oral Examination. After completion and tentative approval of the dissertation by the student's dissertation committee, the dissertation will be available for inspection for one month in the department office. Following the viewing period, final approval must be given by the dissertation committee. A public defense is then scheduled. The doctoral degree will be awarded only after the successful defense of the dissertation.

Mr Miller

## Courses of Instruction

Computer Science 110a. Artificial Intelligence	This course will address artificial intelligence principles and state-of-the-art. Topics included are knowledge representation, knowledge-based systems, reasoning, learning, natural language understanding, machine vision and massively parallel models of cognitions. Selected relevant results from psychology and linguistics will also be considered.  Usually offered every year.  Mr. Alterman	Computer Science 170a. Information Theory and Cryptology	This course will examine the theory of representing information compactly and securely. The Shannon theory shows the duality between reliability and security. One-way ciphers and public-key systems currently under scrutiny rely on the computational complexity of algorithms. These new approaches will be examined as well as traditional secrecy systems both from the standpoint of the designer and the cryptanalyst.  Usually offered every year.
Computer Science 120a. Computer Architecture	The design and analysis of data communication networks are the major emphases of the course. Topics will include protocols, switching, topology and measurement. Examples will be drawn from existing network architecture.	Computer Science 170b. Information Theory and Cryptology	Mr. Cohn  See Computer Science 170a for description.  Usually offered every year.
	Usually offered every year.  Mr. Kirsch	Computer Science	Mr. Cohn  Basic concepts in the theory of algorithm design and analysis, including; advanced data
Computer Science 140a. Logic Programming	Relationship of Prolog to predicate calculus, horn clauses, unification algorithms, intelligent backtracking, infinite trees, inequalities, implementation issues, concurrent Prolog. Usually offered every year. Mr. Hickey	Algorithms	design and analysis, including advanced data structures and algorithms, NP and PSPACE parallel algorithms, and specialized topics selected by the instructor.  Usually offered every year.  Mr. Mairson
Computer Science 150a. Compiler Design	Covers advanced topics in parser and lexical scanner generation, data flow analysis, code generation and parallel compilation. Usually offered every year. Mr. Hickey	Computer Science 190a. Theory of Computation	A graduate introduction to the theory of computation. Topics covered include formal and automata, undecidability and complexity classes, relativized problems, recursion theory, automatic theorem proving and inductive inference.  Usually offered every year.
Computer Science	An introduction to distributing computing.		Mr. Mairson
160a. Parallel and Distributing Computing	Basic problems will be described through topics such as mutual exclusion, dining philosophers and cooperation. A list of relevant applications to be discussed include centralized solutions vs. distributed solutions; communication by messages, shared memory models (read-write variables vs. read-only variables and test vs. test-and-set), and message passing systems (types of lines of	Computer Science 215a. Advanced Topics in Artificial Intelligence	Topics will vary from year to year. The course may be repeated with the approval of the instructor.  Usually offered every year.  Mr. Pustejovsky
	communication). Parallelism in Simula, PL/l, Algo 168 (semaphores) Monitors, CS, Ada, Scheme are the accompanying language issues handled. In addition, semantic issues such as denotational semantics for parallelism and Synchronous models (e.g., PRAM's and Ultracomputers) will be covered.  Usually offered in odd years.	Computer Science 215b. Advanced Topics in Artificial Intelligence	See Computer Science 215a for description. Usually offered every year. Mr. Alterman
	county onered in odd years.		

53	Computer Science		
Computer Science 230a. Computational Aspects of VLSI	The course is primarily concerned with the theoretical issues involved with the design and layout of VLSI circuits, however, many practical issues will be addressed along the way, in particular, students will be required to design a small nMOS chip. Topics covered	Computer Science 310d. Seminar in Artificial Intelligence	Usually offered in even years. Staff
	include: circuit layout, resource trade-offs and limits to computations, parallel computation, computation networks, systolic arrays, VLSI design tools, "silicon compilation," and concepts motivated by future technology (e.g., 3D circuits, wafer- scale integration, optical circuits, etc.).	Computer Science 340a. Seminar in Programming Languages	Usually offered in even years. Staff
	Usually offered in even years. Mr. Storer	Computer Science 390d. Seminar in Theory of Computation	Usually offered in even years. Staff
Computer Science 240a. Semantics of Programming Languages	Mathematical description of basic concepts of programming languages. Modeling using the lambda-calculus. Derivation of compilers from formal descriptions of languages.  Usually offered in even years.  Mr. Storer	Computer Science 400d-404d. Dissertation Research	400d. Mr. Cohen 401d. Mr. Waltz 403d. Mr. Gessel 404d. Mr. Storer
Computer Science 285a. Advanced Topics in Algorithms and Computational Complexity	Content of course will vary from year to year. Usually offered in even years. Staff		

## Cross-Registration at Boston College, Boston University and Tufts University

A full-time graduate student at Brandeis University may enroll in one graduate course each term at Boston College, Boston University or Tufts University. Brochures suggesting courses for cross-registration at each of the host institutions are available at the graduate school office of each institution.

A student who wishes to enroll in a course at one of these institutions should consult with the instructor in the particular course and should expect to satisfy the prerequisites and requirements normally

required for admission to the course, including adherence to the academic calendar of that course.

A student at Brandeis University who wishes to enroll in a graduate course at one of the host institutions should obtain a registration permit from the Graduate School Registrar and should present this permit to the Graduate School Registrar of the host institution.

## **Economics**

See International Economics and Finance

## English and American Literature

### Objective

The graduate program in English and American Literature is designed to offer training in the interpretation and evaluation of literary texts with some attention to related scholarly disciplines. It also offers candidates who have some ability in creative writing an opportunity to pursue this interest as a normal part of the graduate program.

## Admission

Candidates for admission should have a bachelor's degree, preferably with a major in English and American literature, and a reading knowledge of French, Italian, German, Greek or Latin. They should submit two samples of written work: one must be a critical essay on British or American literature; one may be fiction or poetry. The general requirements for admission to the Graduate School, as specified in an earlier section of this catalog, apply to candidates for admission to this area of study.

## Faculty

Professor Susan Staves, Chair: Restoration and eighteenth century.

Professor Michael T. Gilmore, Director of Graduate Studies: Puritanism. Literature of the American Revolution. American Renaissance.

Professor Eugene Goodheart: Criticism. Nineteenthand twentieth-century literature and thought. Professor Allen Grossman: Poetry and poetic structures. Seventeenth-century literature. Modern and contemporary literature.

Professor Peter Swiggart: American literature. Critical theory.

Visiting Fannie Hurst Professor Leslie Epstein: Fiction.

Visiting Fannie Hurst Romanticism. Professor Carolyn Forché: Poetry.

Associate Professor Karen W. Klein: Medieval literature. Women's studies.

Associate Professor Alan Levitan: Shakespeare, Music and drama, Oriental drama.

Associate Professor Richard J. Onorato: Modern literature.

Assistant Professor John Burt: American literature. Romanticism Assistant Professor Mary Campbell: Medieval literature. Poetry.

Assistant Professor Lennard Davis: History and theory of the novel. Eighteenth-century literature.

Assistant Professor William Flesch: Renaissance. Romanticism. Theory.

Assistant Professor Anne Janowitz: Romantic and modern poetry. Film. Assistant Professor Helena Michie: Victorian literature. Women's studies. Literary theory.

Assistant Professor Paul Morrison: Renaissance, Romantic, and Modern poetry. Literary theory. Instructor
Phillip Harper:
Twentieth-century
literature. AfroAmerican literature.

Poet-in-Residence Frank Bidart: Poetry.

Writer-in-Residence Geoffrey Wolff: Fiction.

## Degree Requirements

Following are the degree requirements for the Department of English and American Literature. Students should also consult the General Degree Requirements and Academic Regulations found in an earlier section of this catalog.

#### Master of Arts

Program of Study.

First-year students are normally expected to take 100-level courses and graduate seminars in the English Department, not independent study courses. Each student will take English 200a; in addition, a normal program will consist of five courses, at least three of which will be 200-level seminars. Students must also register for English 295b (Major Text Examination).

Residence Requirement. The minimum residence requirement is one year, though students with inadequate preparation may require more.

Language Requirement.

A reading knowledge of a major foreign language (modern European, ancient Greek, Biblical Hebrew or Latin) must be demonstrated by passing a written translation examination. The completion of the language requirement at another university does not exempt the student from the Brandeis requirement.

Qualifying Examination.

An examination, oral and written, will be given by committees of faculty members at the beginning of the spring term on one of several major texts, the texts to be announced at the end of the fall term. This examination will test a student's ability to read and understand a major literary work or a group of short works by the same author.

Admission to the Ph.D. program, in addition to qualification for the M.A. degree, will depend upon the results of this examination and upon the student's performance in courses.

#### Doctor of Philosophy

Admission to the Ph.D. Program.

(1) Students who complete, with distinction, the M.A. requirements at Brandeis University are admitted to the Ph.D. program by the department upon recommendation of the Committee on Graduate Studies.

(2) Students who enter with a master's degree or a full year of graduate work in English from another university are required to fulfill the qualifying examination requirement described above under the Master of Arts Program. Provided this requirement is fulfilled, such students may, at the department's discretion, be admitted to the Ph.D. program after successful completion of a year at Brandeis and upon recommendation by the Committee on Graduate Studies. At the time of admission up to a year's residence and course credit for work completed elsewhere may be granted.

Program of Study.

Second-year students continue to take courses, usually two per semester. Students have an obligation to review their preparation in the field with their advisors and to ensure that they are acquiring both a comprehensive knowledge of the various historical periods and genres of English and

American literature and a deeper knowledge of the particular period or field they propose to offer as a specialty. With the exception of English 200, no specific courses are required of all Brandeis Ph.D. candidates; each student's program will be designed in light of the strengths and weaknesses of his or her previous preparation and in accord with his or her own interests.

A student who comes to Brandeis with a B.A. is required to take 12 courses for the Ph.D.; a student who comes with an M.A. is normally required to take eight courses at Brandeis.

Dissertation Field Examination.

All candidates for the Ph.D. will be asked to pass an oral examination in the historical period or genre in which the candidate expects to write a dissertation. This examination is taken in the third year. The examination may be taken as many times as necessary without prejudice to a student's standing in the Ph.D. program.

Residence Requirement. The minimum residence requirement is one year beyond the master's degree or two years beyond the bachelor's.

#### Other Requirements.

Language Requirement. In addition to the language requirement that has been met for admission to the Ph.D. program, the student must (1) demonstrate a reading knowledge of a second major foreign language; or (2) demonstrate an advanced competence in the first foreign language and a knowledge of its literature; or (3) take a graduate course, ordinarily a seminar, in a field closely related to research on the dissertation. Approval of the graduate committee must be sought before such a course is taken; the student must demonstrate the relevance of the proposed course to the dissertation.

Training in Teaching. Provided openings exist, students in their second, third and fourth year in the program can expect to be awarded at least one teaching assistantship each year, provided their academic work is of high caliber.

Admission to Candidacy.

A student will be recommended by the department for admission to candidacy for the Ph.D. degree after completing with distinction the program of study and satisfying all departmental requirements prior to the writing and defense of a dissertation. A student admitted to candidacy must have submitted a formal dissertation proposal, subject to approval by the student's dissertation director and by an additional member of the departmental faculty.

Dissertation and Defense.

Each student will submit a dissertation in a form approved by his or her dissertation director and by a committee appointed by the Director of Graduate Studies. The student will defend the dissertation at a final oral examination. The dissertation may be a monograph, a series of closely related essays. a bibliographical project or a textual project.

### Courses of Instruction

#### English 106a. Early American Bestsellers

A study of some of the most popular American books written before the Civil War. Among other topics, we will explore the changing preference of the reading public; the relation between popular and "elite" taste; and the cultural function of the bestseller. Works considered will include Benjamin Franklin's Autobiography; Susanna Rowson's Charlotte Temple; Hannah Foster's The Coquette; Washington Irving's The Sketch-Book; James Fenimore Cooper's The Spy; and Harriet Beecher Stowe's Uncle Tom's Cabin.

Usually offered in odd years.

Mr. Gilmore

#### English 109a. Creative Writing: Reading and Writing Poetry

Signature of instructor required.

We will give equal attention to poems from various English and American traditions (1300-1987) and to poems written by class members (3-5 of which will be studied in each class period). There will be reading assignments (prose) and writing suggestions (poetry). We will talk about music, line, rhyme, meter, diction, reusable forms, exploratory forms, power, beauty, the personal and the communal. Previous experience in poetry is not necessary.

Usually offered every year.

Ms. Forché

#### English 109b. Directed Writing: Short Fiction

Signature of instructor required.

Each student will complete a story every second week during the semester. Those stories will be copied and distributed to fellow students before each class meeting. Students' stories, as well as exemplary published short stories, will provide the occasions for textual criticism in class. Students will be selected after the submission of sample writing, preferably but not necessarily fiction. The deadline for submission of application manuscripts to the English department office is the day prior to the first day of instruction.

Usually offered every year.

Mr. Wolff

#### English 110a. Film Narrative I

Signature of instructor required.

The primary object of this course is film literacy, not film history — an understanding and critical appreciation of film as a major modern form of narrative. To that end, film will be studied in all its technical complexity as a wholly modern kind of text. A survey approach, however, will be adopted, beginning with early landmark films in which different aspects of film technique were being developed and following chronologically with some of the classics of the first half century of narrative film through the 1950s. It is a course for those who enjoy film and are prepared for the serious undertaking of studying it.

Usually offered in even years.

Mr. Onorato

#### English 110b. Film Narrative II

Signature of instructor required.

The course continues in the same mode as 110a, assuming the student's competency in basic matters of film technique and a degree of knowledge about earlier film. The films for study will be drawn from the contemporary period — from the 1960s to the present. In analyzing and discussing contemporary film, special attention will be given to those that assume a film-literate and generally-knowledgeable audience and to the cultural and political significance of the narrative mode and of the film medium.

Usually offered in even years.

Mr. Onorato

#### Comparative Literature 107b. European Modernism and Its Inheritance

A study of the principal forms and styles of the European avant-garde in the first half of this century, understood as a series of efforts to reflect and explore the implications of an emerging and radically new model of human consciousness. Painters viewed will include Picasso, Duchamp and Ernst; readings from Joyce, Rimbaud, Rilke, Apollinaire, Landolfi, Stein, Montale and William Carlos Williams.

Usually offered in odd years.

Mr. Engelberg

JCS 117b. Modern Jewish American Writers See JCS 117b for description.

Usually offered every year.

Ms. Fishman

#### English 119a. Directed Writing: Fiction

Signature of instructor required.

A workshop for writers.

Usually offered every year.

Mr. Epstein

English 120a. Prose Fiction and Film Fiction  English 122a. The Medieval World: Britain	Signature of instructor required.  A workshop for poets.  Usually offered every year.  Mr. Bidart  Signature of instructor required.  In this course, the respective narrative techniques of prose fiction and its film fiction will be compared. An analytical and critical ability based on the prior study in course work of prose fiction will be assumed, and greater emphasis will be placed on how point-of-view, characterization, setting, narrative exposition, and style are achieved through film technique.  Usually offered every year.  Mr. Onorato  An introduction to the language and literature of Anglo-Saxon. Readings will include selections from Bede, The	English 125b. Romanticism II: Byron, Shelley and Keats	Often considered the "younger generation" of Romantic poets, Byron, Shelley and Keats both continue and react against the poetic, political and philosophical preoccupations and positions of their immediate elders. We will read the major poetry and some prose by Byron, Shelley and Keats, as well as Mary Shelley's Frankenstein. Topics will include: The Byronic Hero, Shelley and the ideology
		English 126a. American Realism and Naturalism 1865-1900	of Free Love, the impact of the figure of Napoleon, Keats' Romantic Medievalism.  Usually offered in even years.  Ms. Janowitz  The principal concern of this course will be how some of the central American Realists and Naturalists set about representing and analyzing American social and political life. Topics of discussion will include the changing status of individuals, classes and genders; the relations between the individual and the natural and social determinants of personal destiny; ideas concerning the nature and texture of personal experience. Authors will include James, Twain, Howells, Crane, Wharton, Dreiser, Chopin, Frederic, Norris,
before the Conquest	Chronicle; charms, riddles, the major extant short poems and the epic poem Beowulf. Usually offered every year. Ms. Klein		Sinclair.  Usually offered every third year.  Mr. Burt
English 122b. The Medieval World: England from the Conquest to the Renaissance	A cultural study of this period with particular attention to the idealized fantasies, centering on the figure of Arthur, of the aristocratic class; the yoking of literary energies to intense religiosity; and the emergence of a literature reflective of wider urban and social realities. Readings will be drawn from history, Romance, lyric, drama and the poetry of Chaucer.	English 127a. Joyce and Lawrence	A study of the major work of the two great antithetic novelists of the modern period. Readings will include: Dubliners, Portrait of the Artist, Ulysses, Sons and Lovers, The Rainbow and Women in Love. Usually offered every year. Mr. Goodheart
	Usually offered every year. Ms. Klein	English 127b. Contemporary Fiction and the "Post-Modernist" Novel	Against the background of the "modernism" of the earlier twentieth century, this course will consider aspects of contemporary fiction, such as the assimilation of earlier experimental techniques, the further
English 125a. Romanticism I: Blake, Wordsworth and Coleridge	We will read the major poetry and some prose by the first generation of English Romantic poets. Our purpose is both to define the common ground of the Romantics' poetic, philosophical and political goals, and to determine the singularity of each writer's achievement. Topics we will address include: Romantic genres, the relationship between the "visual" and the "visionary," Romantic Orientalism and Medievalism, and the impact of the French Revolution. (In alternate years, ENG 135 will include the poets listed above and Byron, Shelley and Keats.)	HOVEI	iberalization of subject matter and attempts at continuing avant-gardism in what is called the "post-modernist" novel. Works to be read will be chosen from among: Nabokov, Borges, Lessing, Bellow, Mailer, Doctorow, Oates, Roth, Pynchon, Barth, Fowles, Hawkes, Robbe-Grillet, DiLillo, Calvino, Morrison, Atwood, Tyler and Kundera.  Usually offered every year.  Mr. Onorato
	Usually offered in even years.  Ms. Janowitz	English 128b. The Modernist Revolution	A course in the literary revolution that created what we know as "modern literature," with an emphasis on the works of Yeats, Eliot, Pound, Frost, Williams and Stevens. We will look at major statements about the nature of poetry by these poets, as well as their major poems.

Usually offered in odd years.

Mr. Bidart

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English and American Literature

English 131b. Writing in the "Wild Zone": Charting Feminist Literary Theory Feminism is accused of having no base in theory. While some feminists see the enabling possibilities of transcending traditional notions of "discipline," others are in the process of defining for feminism a theoretical territory on the margins of patriarchal culture. This course looks at the contributions of various theories to the feminist project, and examines, in turn, what feminism can suggest to Marxists, Freudians, deconstructionists and others. We will be using both "primary" and "secondary" sources including works by Rich, Gallop, Spivak, Gilbert and Gubar, and Daly.

Usually offered in odd years.

Ms. Michie

English 132b. Chaucer In addition to reading Chaucer's major works, we will pay special attention to situating them in relation to linguistic, literary and social developments of the later Middle Ages. No previous knowledge of Middle English required. Troilus and Criseyde, selections from Canterbury Tales and Romance of the Rose; brief additional readings in Continental and English texts from Chrétien to Shakespeare.

Usually offered every four years.

Staff

English 133a. Advanced Shakespeare An intensive analysis of a small number of Shakespeare's plays.

Usually offered every third year.

Staff

English 135b. Romanticism Major poetic texts by Blake, Wordsworth, Coleridge, Keats, Shelley and Byron, with some attention to their prose, and to Dorothy Wordsworth's Journals and Mary Shelley's Frankenstein. Our purpose is both to define the common ground of the Romantics' poetic, political and philosophic goals, and to determine the singularity of each writer's achievement. Topies we will address include: Romantic genres, the "Romantic Woman," Romantic Medievalism and Orientalism, and the relationships between the "visionary" and the "visual."

Usually offered every other year.

Ms. Janowitz

English 137a. Yeats, Rilke, Freud An intensive reading of two modern poets in light of the Freudian description of mind. The intent of the course is to read the account of the person which is sponsored by Yeats and Rilke (the poetic account of the person) as in contention with the psychoanalytic account of the mind, and to assess the meaning and utility of Freudian knowledge as a supplement to poetic knowledge.

The course will attend with particular care to Freud's theory of dreams and its relationship to the use and value of dreams in the practice of poets. Yeats' poems will be read through, as well as his narrative and psychological writings. In the work of Rilke the course will focus on the New Poems, the Elegies and the Sonnets to Orpheus, as well as to the letters and the Notebooks of Malte Laurids Brigge.

Usually offered in odd years.

Mr. Grossman

English 138a. Fiction and Social Change What is the relationship between fiction and social change? We will read and discuss major works of fiction in both the English and American traditions that deal with social mobility, race and colonialism, industrialization, marriage and class. We will explore the cultural similarities and differences reflected in the works drawn from the two traditions. Texts will include Austen, Pride and Prejudice; Dickens, Great Expectations; Twain, A Connecticut Yankee in King Arthur's Court; lames, Washington Square; and Fitzgerald, The Great Gatsby.

Usually offered every fourth year.

Messrs. Gilmore and Goodheart

English 143a. Elizabethan and Jacobean Drama A study of the Revenge tradition in the work of Shakespeare and his contemporaries. The problem of blood revenge will be looked at as an historical phenomenon in Renaissance society and as a social threat transformed into art in such dramatists as Shakespeare, Marlowe, Kyd, Marston, Tourneur, Chapman and Webster.

Usually offered every year.

Mr. Levitan

English 145b. Victorian Poetry and Poetics This course will examine major nineteenthcentury poetic texts in the context of the social, religious, class, scientific, urban and sexual crises of the Victorian period. Focus on works by Tennyson, the Brownings, Arnold, Clough, the pre-Raphaelites, Hopkins. Topics will include Victorian medievalism and Hellenism, poetic texture and form, relations between poetry and painting, class and gender in narrative poems, "voice" in the Victorian lyric.

Usually offered in even years.

Ms. Janowitz

59	English and American Literature		
English 147b. Modern British and American Drama	The emphasis in this course will be upon the American Realistic tradition—including O'Neill, Williams, Albee, Miller and Shepard—but comparisons will be made to Pinter, Stoppard and other contemporary British dramatists.  Usually offered every fourth year.  Mr. Swiggart	English 157a. The Post-Modern Generation: Contemporary Poetry	An introduction to recent poetry in English, dealing with a wide range of poets as well as striking and significant departures from the poetry of the past. We will look, where possible, at individual volumes by each author—the list will probably include Rober Lowell, Elizabeth Bishop, Allen Ginsberg, Frank O'Hara, John Ashbery, Sylvia Plath, Adrienne Rich, James Merrill, Allen Grossman, Seamus Heaney, Louise Gluck, Robert Pinsky and Michael Palmer.
English 148b. Classical Background of English Literature: Epic and Pastoral	Selected Greek and Latin works in translation and comparable English poems (Homer, Theocritus, Vergil, Spenser, Milton, Pope, etc.).		Usually offered every year. Mr. Bidart
Poetry	Usually offered every fourth year. Staff	English 157b. Lawrence and the Moral Tradition	A study of the attitudes, continuities and differences in the work of George Eliot, Thomas Hardy and D.H. Lawrence. We will read Adam Bede, Middlemarch, Tess of the D'Ubervilles, Jude the Obscure, Sons
English 153a. Poetry, Philosophy and Politics in the Seventeenth Century	The period from the first production of Shakespeare to the Clorious Revolution saw enormous changes in the way people in England reflected upon what it meant to be human, and on what it meant to be English;		and Lovers, The Rainbow, Women in Love, the shorter fiction and selected essays of Lawrence. The critical arguments about this tradition will be critically examined.
oemary	these changes were mirrored in the literature, politics and philosophical writings of the time. We will attempt to chart and correlate some of these changes, looking at debates in prose, but also in poetry, between Puritans		Usually offered every fourth year. Mr. Goodheart
	and Cavaliers, and at the philosophical instigators and/or consequences of these debates.	English 163a. Renaissance Poetry	In this course we will be concerned primarily with the kind of lyric first written by Wyatt, and evolved and extended by Sidney, Spenser and Shakespeare (particularly the
	Usually offered in even years. Mr. Flesch		sonnets); and with its sometimes surprising elaborations in the work of seventeenth- century poets, mainly Donne, Herbert, Milton and Marvell.
English 153b. Milton	This course contemplates Milton primarily as the author of Paradise Lost. We will also read Milton's other major works Lycidas,		Usually offered in even years. Mr. Flesch

This course contemplates Milton primarily as the author of Paradise Lost. We will also read Milton's other major works Lycidas, Paradise Regained, Samson Agonistes as well as some of his shorter poems and some selections from his prose, in order to understand his stake, both political and poetic, in his own writing.

Usually offered in even years.

Mr. Flesch

#### English 155a. Jane Austen, Charlotte Brontë and George Eliot

This course will provide an opportunity for intensive study of novels by these three major writers. The course will also deal with some biographical and critical material. Some questions to be raised: What, if anything, did these writers learn from previous literary experiments and from each other? Do these novels begin to constitute a feminine tradition? What did each of them contribute to the theory and practice of realism? How did each of them see landscape, geography, social and sexual relations, politics, narrative? Why are these three women among the few to be canonized?

Usually offered in odd years.

Ms. Michie

#### English 164b. Restoration and Eighteenth-Century Drama

Comedy, heroic drama and tragedy between 1660 and 1800. This course will devote some attention to the history of the plays in performance. Authors to be studied include Dryden, Etherege, Wycherly, Otway. Congreve, Vanbrugh, Lillo, Garrick, Goldsmith and Sheridan.

Usually offered in odd years.

Ms. Staves

English 165a.

Social Novel in the Nineteenth Century

A study of the social "thought" of major novelists as it reveals itself in characterization, narrative strategy and narrative voice. The class will be conducted to the cond

narrative voice. The class will be conducted as a discussion in which students will be expected to make periodic presentations. The reading list may change from year to year. Among the novelists we will read are Jane Austen, Emily Brontë, George Eliot, Thomas Hardy and D.H. Lawrence.

Usually offered in even years.

Mr. Goodheart

60	English and American Literature		
English 167b. Women's Poetry of Witness	In this seminar, we will read the work of women poets of the twentieth century whose poetry emerges from periods of historical upheaval and extremity, whose lives are exemplary and whose work may be read as testimony of the twentieth-century human condition. Poets will include Akhmatova, Tsvetayeva, Sachs, Szymborska, Rukeyser, Alegria, Rich, Fuertes and Gorbanyevskaya. Readings will include the letters, journals and memoirs, as well as the poetic works.  Usually offered in even years.  Ms. Forché	English 177b. Contemporary Writers	In this course we will study writers whose major work has been done after the Second World War. Each text will be looked at in the literary context of the Post-Modern novel, the political context of emerging voices of womer and minorities, and the social context of mass media which are predominantly visual. Particular attention will be given to gender in the creation of character, in authorial voice and in the implications for literary theory. This course will be taught with a dialogue lecture and an open discussion session per week. Novelists studied will be selected from Lessing, Gordimer, Atwood, Morrison, Oates Bellow, Hawkes, Pynchon, Roth, Mailer, Kundera, Calvino.
English 173a. Spenser and Milton	A course on poetic authority: the poetry of authority and the authority of poetry. Spenser and Milton will be treated individually, but the era they bound will be		Usually offered in odd years. Ms. Klein and Mr. Onorato
	examined in the terms of the tensions within and between their works. Readings will include Epithalamion, the whole of The Fairie Queene, parts of The Shepeardes Calendar and Astrophell by Spenser, and Paradise Lost, Paradise Regained, Samson Agonistes, Aeropagitica and Eikonoklastes by Milton.  Usually offered in odd years.  Mr. Flesch	English 180a. The Modern American Short Story	Signature of instructor required.  We will lavish close study on American short fiction masterworks. We will read as writers write, discussing solutions to narrative obstacles, examining the consequences of alternate points of view; we will study words and syntax to understand and articulate how technical decisions have moral and emotiona weight.
Comparative Literature 174a.	Usually offered in odd years.		Usually offered every year. Mr. Wolff
Sex, Class and Literature in Europe: 1830-1914	Ms. Harth	Comparative Literature 185a. Dickens and Dostoevsky	Usually offered every year. Ms. Miller
English 174b. Eighteenth-Century Novel	Early developments in English fiction with some attention to theories of narrative and problems in the practical criticism of the novel. Emphasis on Defoe, Richardson, Fielding, Sterne and Austen. Usually offered every year. Mr. Davis	English 187a. The "Modernist" Novel in English	A course in the major novelists of the early twentieth-century, stressing their experiments with narrative technique, subject matter and prose that resulted in the distinctly twentieth-century sense of the modern in fiction known generally as "Modernism." Authors to be read will be chosen from among: Conrad, Stein, Ford,
English 176a. American Gothic and American Romance	This course examines Gothic fiction as a method of exploring the capacities of the imagination, disclosing its power, and meeting its threat. We will begin with the nineteenth-century founders of the genre in America: Brown, Poe, Hawthorne, Melville and James. The second half of the course will deal with some twentieth-century masters:		Forster, Mann, Gide, Joyce, Proust, Lawrence, Woolf, Kafka, Faulkner, Hemingway and Fitzgerald to show aspects of the modern variously English, Continental and American. Usually offered every year. Mr. Onorato

deal with some twentieth-century masters: Faulkner, Warren, O'Connor, Oates, and McCarthy.

Usually offered in even years.

Mr. Burt

English 176b. Hawthorne, Melville and Poe

Readings will include Moby Dick, The Narrative of Arthur Gordon Pym, The Scarlet Letter and The Marble Faun, as well as short novels by all three authors.

Usually offered every four years.

Mr. Swiggart

61	English and American Literature		
English 197b. The Political Novel in the Twentieth-Century	Defining politics as strategies of power, we will look at these strategies in sexual, racial, economic and ideological terms as they are represented in primarily British and American novels of the twentieth century. Beginning with the works of Conrad and Kafka, whose interests and explorations opened the novel to overtly political themes, we will select novels from among the following authors: Orwell, Koestler, Lessing, Gordimer, Coetzee, Naipaul, Walker, Doctorow, Kundera, Grass, Cantor, Vargas-Llosa, Achebe, Morrison. We will	English 226b. Whitman and Dickinson	This seminar will undertake to read the whole body of the writings of these two poets Particular attention will be directed toward the analysis of poetic structures, and the articulation of poetic intention in Whitman and Dickinson against the background of Anglo-American poetics and post-Romantic conceptions of poetic function.  Usually offered every third year.  Mr. Grossman
	focus on literary responses to various systems of oppression and literary depictions of the body in public and institutional spaces, such as prisons and hospitals, rather than private and domestic spaces, the more usual loci for narrative.	English 228b. Issues in Contemporary Literary Theory	Usually offered in even years. Mr. Davis
	Usually offered every four years.  Ms. Klein	English 230b. American Poetry and Poetics: Edward Taylor, Poe, Hart Crane, T.S. Eliot	The purpose of this seminar is to read and make sense of four American poets. Our concern will be directed toward the kinds of poetic construction which constitute American poetry, the particular intentions
Linguistics 140a. History of the English Language	Usually offered in even years.  Ms. Maling		which drive American poetic enterprise and the relationships which arise between American poetic culture and other aspects o American civilization.
Seminars			Usually offered in even years,
English 200a. Methods of Literary	This course will provide an introduction to different critical methodologies and their		Mr. Grossman
Study	application to selected texts. The aim is to acquaint students embarking on a professional career with the variety of critical approaches currently available and their effectiveness as tools of understanding. Psychological, post-structuralist feminist, neo-Marxist and other ways of thinking about literature will be examined in relation to works in the American tradition. Primary	English 234b. Eighteenth-Gentury Novel	The works of two novelists, Defoe and Richardson, will be studied in depth along with biographical and historical materials. In addition, students will use modern critical methodology—including psychoanalytic, structuralist and Marxist—to illuminate the narrative techniques of plot, character, dialogue, and setting.
	sources will include Emerson's essays, Poe's stories and novels by Hawthorne and		Usually offered every three years.
	Melville. Required of all first-year students.		Mr. Davis
	Usually offered every year.	English 235b.	We will take Wordsworth's major lyric poetry
	Mr. Gilmore	Blake and Wordsworth	and The Prelude and Blake's The Four Zoas and Jerusalem as the central poetic texts for the term's work. Our purpose will
English 222b. The "Modernist" Novel: Virginia Woolf	This seminar will undertake a close study of Virginia Woolf in an attempt to see her in, and to interrogate, the literary context of Modernism and the literary/political context of forming. The seminary of		be to investigate Romantic poetry in its relationship to contemporary political, social and poetic events. We will begin by focusing on the 1790s, reading in the Revolution Debate (i.e., Thewell, Burke, Paine, etc.), and

of feminism. The works of fiction will be emphasized, but will be read in the personal context of her other prose writings and criticism, her journals and letters. A reading of biography and relevant criticism will be

Usually offered every third year.

Mr. Onorato

Debate (i.e., Thewell, Burke, Paine, etc.), an some recent commentary upon it (e.g., E.P. Thompson and Marilyn Butler). Thompson and Marilyn Butler). Wordsworth's experience in the 1790s produced the materials for much of his retrospective poetry, and Blake's prophetic work is born out of the struggles of the period. We will attempt to formulate some general propositions about the relationship between poetry and history as we take Wordsworth and Blake as both idiosyncratic and exemplary historical poets. and exemplary historical poets.

Usually offered every third year.

Ms. Janowitz

#### English 237a. Theories of the Novel

A study of major statements of the theory of the novel, including selections from the works of Aristotle, James, Lubbock, Auerbach, Watt, Booth, Barthes, Genette, Lukacs, Bakhtin.

Usually offered every third year.

Mr. Goodheart

#### English 241a. Structuralism and Post-Structuralism

This course will be organized around the crises of signification, subjectivity, meaning, and value as they are tentatively embodied in the works of theorists from Levi-Strauss and Barthes to Lacan, Irigaray, and Derrida. Our discussion will focus primarily on two recurring problems: the status of the real, the self, and realism, for which we will read some theoretical texts; and the intersection of the political and the linguistic, for which, as test cases, we will be reading contemporary poetry by women and by sexual and racial minorities.

Usually offered every third year.

Ms. Michie

#### English 243b. Sonnets and Lyrics: Tudor and Elizabethan

This course will study the short poem between 1520 and 1600, in both the native tradition and the tradition of Italian influence. The major figures to be read include John Skelton, Wyatt, Surrey, Sidney, Spenser, Shakespeare, Campion, the writers of airs and madrigals, Jonson and the early Donne. Among the motifs to be examined are the development of the sonnet, the use of persona, Renaissance musical realization of lyric texts (Dowland, Campion, the madrigalists), the individualization of diction and metaphor, the satiric voice.

Usually offered every third year.

Mr. Levitan

#### English 246a. American Romantic Fiction: Precursors and Classics

This course will examine the origins and flowering of romanticism in the American novel. Authors to be considered will include: Charles Brockden Brown, Washington Irving, James Fenimore Cooper, Nathaniel Hawthorne, Herman Melville.

Usually offered every third year.

Mr. Gilmore

English 250b. Historical and Theoretical Introduction to Modern English Versification

The fifteenth-century shift in orthography and pronunciation made Chaucer's prosody largely opaque to early sixteenth-century readers, and English versification was effectually reinvented by such poets as Wyatt and Surrey. Stevens' claim that "the theory of poetry [is] the life of poetry" certainly seems borne out by the explosion of experimental forms which occurred in the Renaissance and the arguments it fomented among poets and critics, which continue to this day. Theory and history are deeply interfused, and this course will address both, with special attention to Wyatt, Surrey, Sidney, Spenser, Daniel, Shakespeare, Donne, Milton, Dryden, Pope, Smart, Wordsworth, Shelley, Byron Dickinson, Tennyson, Eliot, Stevens, Ashbery and Merrill, as a possible list of practitioners (who also theorize) and Freud, Blanchot, Esthope, Empson, Westling, Hollander, Saintsbury, Bridges, Attridge and Wimsatt, as theorists (some of whom, in one way or another, practice). The theoretical focus of the course will be the questions: What is the object of a history of English rhyme? That is, what are rhyme and meter and what is their connection to poetic meaning? The seminars will be arranged by topic, but this also means, to some extent, chronologically, since topics and foci change historically.

Usually offered in even years.

Mr. Flesch

#### English 256b. American Realism

Novels by Crane, Norris and Dreiser will be given detailed study, and parallels will be explored between realistic elements in American fiction and in American drama (including plays by O'Neill and Miller). A major topic will be the nature of the stylistic and ideological conventions that we associate with various expressions of literary realism. In addition, several individual novels will be read for their anti-Romantic or anti-idealistic postures, or for other "realistic" qualities. (These works will be chosen by the class, but might well include Chopin's The Awakening, Frederic's The Damnation of Theron Ware, Anderson's Dark Laughter and Faulkner's Sanctuary.) A central thesis will be offered and explained, namely that literary realism is best described as the illustrative positing of a nonstandard social and/or psychological evaluation - often a direct revolt against authoritative literary and cultural conventions - as in fact constitutive of a normalized human condition.

Usually offered every third year.

Mr. Swiggart

#### English 257a. Yeats and Stevens

Our project in this course is to read Yeats and Stevens, as far as possible, whole for whatever truth and pleasure is in them, and (secondarily) to acquire sufficient knowledge of the technical scholarship which now attends the study of these poets to validate such statements as we may wish to make about them. Stress will be put on the separate histories of poetic structure and philosophical understanding which produce the specific character of the Irish and American poet, and also on the solutions of each (in light of their discrete cultural situation) to the problems which they face in common-the imaging of persons, national identity in a post-colonial civilization and the transnational enigma of "modernism." Yeats' characteristic styles of construction—both metrical and philosophical - will (most likely) be seen to be substantiated and problematized in the intricately syncretic, millenial cultures of (transcendental) pattern, and Stevens' (following Whitman, Santayana and James) in the antithetical, archetypal strategy of the (immanent) matrix.

Usually offered every three years.

Mr. Grossman

#### English 264a. Pope and Fielding

A study of two major eighteenth-century comic writers with an emphasis on exploring some common ground between the poet and the novelist, including their complex uses of irony and sentiment and on considering the generic experiments of both. Among the issues to be considered are both writers' highly self-conscious relation to new developments in the early modern book trade as that self-consciousness is evident in a play such as Fielding's The Author's Farce or a poem such as Pope's "Epistle to Dr. Arbuthnot." We will also inquire why both, in works such as Fielding's The Tragedy of Tragedies and Pope's Dunciad Variorum, were impelled to parody newly emerging modern literary scholarship. Students who have not yet read Fielding's major novels (Joseph Andrews, Tom Jones and Amelia) may wish to do so before the semester begins. Usually offered every third year.

Ms. Staves

#### English 295b. Studies in a Major Text

Required of all first year students.

Offered every year.

Mr. Gilmore

### English 299b. Pedagogy

Modern theories of pedagogy and composition with practical experience. Students will be apprenticed to current instructors.

Usually offered every year.

Mr. Burt

English 351-374a and b.	
Directed Research	

352a and b. 364a and b. Mr. Goodheart Mr. Harper 356a and b. 367b.

Mr. Swiggart 357a and b. Mr. Grossman Mr. Wolff 368a and b. Mr. Burt

358a and b. Mr. Gilmore 359a and b. Ms. Klein 370a and b. Mr. Davis 371a and b.

360a and b. Mr. Levitan Mr. Flesch 372a and b. Ms. Janowitz

361a and b. Mr. Onorato 362a and b. Ms. Staves 373a and b. Ms. Michie 374a and b. Mr. Morrison

363a and b. Ms. Campbell

English 402d-415d. Dissertation Research

402d. Mr. Goodheart 406d. Mr. Swiggart 407d. Mr. Grossman 408d. Mr. Gilmore

t 409d. Ms. Klein 410d. Mr. Levitan 411d. Mr. Onorato 412d. Ms. Staves

## French

See Joint Program of Literary Studies

## German

See Joint Program of Literary Studies

## History

See Comparative History

## History of American Civilization

## Objectives

The graduate program in the History of American Civilization, leading to the degree of Doctor of Philosophy in History, has been designed primarily to educate professional scholars and teachers of American history. The curriculum emphasizes both a comprehensive understanding of American history and the mastery of historical research and writing. For a comparative view of the American experience, students will undertake selective studies in modern European, Asian, Latin American or African history.

A small, select student body works closely with the faculty in independent reading and research courses. From the beginning, individual programs are developed to prepare students for their qualifying examinations and to guide them toward their dissertation research. Normally, the first year's work is concentrated in American history, including substantial experience in directed research and a critical approach to problems of historiography. Second-year students, while pursuing further directed research, chiefly are encouraged to choose courses to complete their preparation in the examination fields. Studies in related fields are arranged individually with appropriate members of the University's graduate faculty, either through standard courses or directed readings. For selected students with appropriate qualifications, there are opportunities for advanced study and research with distinguished scholars at neighboring universities in such fields as legal history and business history. Applicants should note with care the four parts of the examination, specified under Degree Requirements, in which all students are expected to demonstrate proficiency.

#### Admission

The general requirements for admission to the Graduate School, given in an earlier section of the catalog, apply to candidates for admission to this program. An undergraduate major in history is the preferred preparation for admission, and the student's undergraduate curriculum should include some fundamental courses in American history and related fields in the social sciences or humanities. Students with the M.A. in history, or a professional degree in law or other related fields, are especially invited to apply. Students interested in Crown Fellowships or in the special arrangements for study in professional fields at neighboring universities, noted above, should submit applications by March 1.

## Faculty

Executive Committee Associate Professor and Staff Christine Heyrman

Christine Heyrman, Chair: Community, religion and economic colonial America. Professor
David Hackett
Fischer:
Social and political
structure. Early
Republic.

Professor Morton Keller: Legal and political institutions. Modern America. Professor Stephen Whitfield: Modern America. Cultural history.

Professor
Donald Worster:
Environmental
history. Frontier and
West. Rural history.

Associate Professor Gerald S. Bernstein: American art and architecture.

Associate Professor James T. Kloppenberg: Modern intellectual history.

## Degree Requirements

Master of Arts

No one will be accepted in the program who is not a doctoral candidate. Applications from persons seeking a terminal M.A. degree are not welcome. However, the M.A. degree in History may be awarded to those who (1) have successfully completed one full year of residence at Brandeis University (eight half-courses), including two 200-level research courses, and (2) have passed the foreign language requirement.

#### Doctor of Philosophy

Program of Study.

Doctoral candidates must complete two years in residence at Brandeis, and a minimum of sixteen semester courses. Programs of study and concentration will be formulated for each student, subject to the approval of the Executive Committee. Students will be required to maintain an average of B- or better in order to continue in the program. Continuance of fellowship support requires an average of A- or better. Incoming students normally will be expected to take one full course of Directed Research in American History in their first year of residence. The Committee may, at its discretion, grant a student transfer credit of up to one year toward the Ph.D. residence requirement for relevant graduate or professional work done elsewhere. Application for such credit shall be considered only after a student has completed one semester's residence in a fulltime program. The second 200-level Directed Research course may be waived by the committee on the basis of a master's thesis or comparable research project at the graduate or professional level done elsewhere. In the first year all students enroll in the Colloquium in American History; in the second year the Colloquium in Comparative History.

Language Requirement. A high level of reading proficiency in one foreign language is required of all students. Students are expected to pass the language examination during the first year of residence. A student who has not passed the foreign language examination by the end of the first year is not eligible for financial aid from the University for the second year. The completion of language requirements at another university does not exempt the eandidate from the Brandeis requirement.

Qualifying Examination.

Each doctoral candidate must pass at the doctoral level a qualifying examination in the following four fields: (1) general American history, one examiner to be in early American history and the other in modern American history; (2) a period of specialization in American history; (3) an area of comparative modern European, Asian, Latin American or African history; (4) a related discipline in the social sciences or humanities or a subdiscipline in history. All proposed fields must be submitted in writing and approved by the Executive Committee. The period of specialization will normally be selected from the following: 1607-1763, 1763-1815, 1815-1877, 1877-1914, 1914-present. (5) The area in Comparative History may focus on such themes as nineteenthcentury emigration/immigration, eighteenth century American and European political and social philosophy, the history of the modern family, or the frontier in global perspective. The fourth field may involve training in politics, international relations or literature, for example, to provide perspectives and methods that can illuminate historical problems. Or it can involve a subdiscipline in history that has a distinctive subject matter and methodology, such as American social, legal, ecological or intellectual history. Students entering the program without previous graduate training in American history are expected to take the Qualifying Examination no later than the end of their fifth semester of residence and must pass the examination by the end of the sixth semester.

Students who have earned an M.A. in history elsewhere, or who have one year of transfer credit for work taken elsewhere, are expected to take and pass the Qualifying Examination by the end of their second year in the program.

Unless the student elects a single three-hour oral examination on all four fields, the Qualifying Examinations will be taken separately in each of the fields, with the general American field coming at the end. For each of the fields (2), (3) and (4), as above, the student will choose one appropriate professor with the approval of the chair of the program. That professor, in consultation with the student, will define the requirements, course of preparation and mode of examination (written and/or oral) for the field.

For the general American field, the Chair will appoint two members of the Executive Committee as examiners. The student may choose a one-hour oral examination or a three-hour written examination followed, if the examiners so require, by an oral examination. In either case, the two professors in consultation with the student will define in advance the major themes or problems on which the examination will be based. So far as possible, fields (3) and (4), as above, should be selected with a view to broadering and deepening the student's understanding of his/her American history fields, and providing valuable background for the dissertation work.

With the consent of the Chair and the professor concerned, qualified students in appropriate cases may be examined in fields (3) or (4), as above, by a faculty member at another university. Moreover, with the consent of the Executive Committee, examinations in fields (3) or (4), as above, may be waived for students with the M.A., J.D., or other advanced degrees that represent a level or kind of training and achievement fully equivalent to those required in the Brandeis examinations for those fields.

Admission to Candidacy.

the Ph.D. degree upon satisfactory completion of the following: course and residence requirements, demonstration of a high level of proficiency in one foreign language, the qualifying examinations and when the prospectus for a dissertation is approved by the Executive Committee.

A student may be admitted to candidacy for

Dissertation and Defense.

When the dissertation is accepted by the Committee, a final oral examination will be scheduled at which the candidate must successfully defend his or her dissertation before the Committee and other members of the faculty who may participate.

## Courses of Instruction

History 190a. Historiography

A critical analysis of classical historiography.

Usually offered alternate years.

Mr. Fischer

History with Emphasis on the Early Republic

Topics in Social

Mr. Fischer

History 197a. Colloquium in the History of American Ms. Heyrman Civilization

Usually offered every year.

203e.

204e.

America

Topics in American Colonial History

Ms. Heyrman

History 197b. Seminar in Comparative History: Europe 1890-1914 Usually offered every third year.

Mr. Binion

205e. Topics in Modern Intellectual History

Topics in Modern

Mr. Keller

Mr. Kloppenberg

History 200a. Colloquium in Early Modern Comparative History

An introduction to the major issues and methods in the social history of Europe in the early modern and modern periods.

Usually offered every year.

Mr. Cohn

207e.

208e.

Topics in Environmental History

Topics in Modern

American Cultural

Mr. Worster

History 200b. Colloquium in European Comparative History Since the **Eighteenth Century**  Comparative examination of major historical issues in Europe from the eighteenth through the twentieth centuries.

Usually offered in even years.

Mr. Schuker

History History 210b. Mr. Whitfield

History 201e-208e. Directed Research

Students will normally elect one of the following in the fall term of the first and the in American History second years. Each is designed to provide experience in designing, researching and writing a substantial essay of a monographic character, based on extensive use of sources. This is the equivalent of a full course and extends the due date for the final draft of the paper to March 1, to permit sufficient time for a major project. Specific research topics are selected by the student in consultation

with the professor. Offered every year.

Colloquium in the Civilization

History of American Staff

History 301-307. Readings in the History of American

Civilization

Usually offered each semester.

Usually offered in even years.

301a or b. Mr. Bernstein 305a or b. Mr. Worster 306a or b.

302a or b. Mr. Fischer 303a or b. Ms. Heyrman

Mr. Whitfield 307a or b. Mr. Kloppenberg

304a or b. Mr. Keller

Topics in American Arf and Architecture

Mr. Bernstein

67	History of American Civilization		
) (	Motory of Pilicitedit Givinzacion		
	are offered on a regular basis to groups of use them to prepare for their general	History 151b. The American	Usually offered in alternate years.
examinations.	ace around property for their general	Revolution	Ms. Heyrman
History 312-318. Readings in the	Offered every year.	History 152a. Colonial New	Usually offered in even years.
Readings in the History of American Civilization		England	Ms. Heyrman
312a or b.		History 152b. American Social	Usually offered in odd years.
American Social History, 1750-1850	Mr. Fischer	and Cultural History Since the Civil War	Mr. Scobey
313a or b. Colonial History,		History 153b.	Usually offered every third year.
1607-1750	Ms. Heyrman	Slavery and the American Civil War	Mr. Fischer
314a or b. Political History,	M. K.D	History 154a.	Usually offered every third year.
1870-present	Mr. Keller	American Society and the American Revolution	Ms. Heyrman
315a or b. American			
Intellectual History, 1870-present	Mr. Kloppenberg	History 154b. The History of Modern America	Usually offered in even years. Staff
317a or b.			
Environment and History	Mr. Worster	History 155a. Environmental	Usually offered every year.
318a or b.		History of North America	Mr. Worster
American Cultural History	Mr. Whitfield	History 155b.	Usually offered every year.
History 401d-411d.	Offered every year	Women in American History, 1890 to Present	Ms. Antler
Dissertation Research	Offered every year.  401d. Mr. Bernstein 404d. Mr. Keller	1070 to 1 resent	
	402d. Mr. Fischer 403d. Ms. Heyrman 406d. Mr. Worster 406d. Mr. Whitfield	History 156a. American Social	Usually offered in even years.
D 111		History, 1750-1860	Mr. Fischer
other historical areas,	to History of American Civilization students in see the listings by department and programs in and College catalogs, especially under	History 158a. The Cultures of	Usually offered every year.
Comparative History.	and conego catalogo, especially under	American Working People, 1865 to	Mr. Scobey
ln addition, the follow History of American (	ing courses may be taken as equivalent to Civilization seminars.	Present	
American Studies	Usually offered in every year.	History 159a. Urban History since	Usually offered in alternate years.
133a. The American West		the Civil War	Mr. Scobey
American Studies	Usually offered every year.	History 159b. American Social	Usually offered in alternate years.
136b. The Creat Frontier	• • • • • • • • • • • • • • • • • • • •	and Cultural History: New York City	Mr. Scobey

History 161b. The American Polity Usually offered in alternate years.

Mr. Keller

History 151a. The Early Republic Usually offered every four years.

Mr. Fischer

68	History of American Civilization		
History 162a. Topics in American Intellectual History: From Liberal	Usually offered every year.  Mr. Kloppenberg	History 167b. Topics in American Legal History	Usually offered in odd years. Mr. Keller
Prom Liberal Democracy to Social Democracy		History 169a. Thought and	Usually offered every year.
History 163a. American Foreign Relations in the Twentieth Century	Usually offered in odd years.  Mr. Schuker	— Culture in Modern America	Mr. Kloppenberg

## International Economics and Finance

### Objectives

The Lemberg Program in International Economics and Finance offers an innovative graduate degree for students planning careers in international economics, business and finance. Drawing on the strengths of traditional management and international relations curricula, the Master of Arts program combines advanced technical studies in international economics and finance with broad preparation in the political and cultural aspects of international economic relations. One semester of study is spent at a foreign university affiliated with the program.

#### Admission

The general requirements for admission to the Graduate School, given in an earlier section of this catalog, apply to candidates for admission to this area of study. An undergraduate concentration in economics is not required, but applicants are expected to have a background in economics and related analytical subjects. Undergraduate work should include some courses in intermediate micro-economics, statistics and international relations. Applicants should also have attained some proficiency in at least one major foreign language.

## Faculty

Professor Peter A. Petri, Director, Lemberg Program: International trade. Development. Japan. Korea.

Professor Anne P. Carter: Technology progress. Technology transfer.

Professor F. Trenery Dolbear, Jr.: Macroeconomics. Theory and computer simulations.

Professor Robert Evans, Jr.: Japan. Labor. Economic history.

Professor Rachel McCulloch: International trade theory. Trade policy. Macroeconomic coordination.

Professor Barnev K. Schwalberg: Soviet economy. Labor, Education.

Professor Robert Stern: Trade theory. Public policy.

Professor Richard S. Weckstein: Development. Law and economics. Trade.

Visiting Professor Robert Z. Aliber: International finance. Multinational corporations.

Visiting Professor Evsey D. Domar: Comparative economic systems. Soviet economy. Russian economic history.

Adjunct Professor Jane Hughes: Domestic and international cash management.

Adjunct Professor Norman Fielke: International economics.

Adjunct Professor Allen Sinai: Macroeconomic forecasting.

Assistant Professor Stefan Gerlach: International finance. Macroeconomics

Assistant Professor Gary Jefferson: China. Technical progress. Open economy macroeconomics.

Assistant Professor Arthur Lewbel: Econometrics. Demand theory. Aggregation.

Assistant Professor Robert Weiner: Industrial organization. International trade. Regulation and public policy. Business economics. Natural resource economics

Lecturer John Evans-Clock: Developmental economics. International trade. Applied econometrics.

Instructor Philippe Bachetta: International economics. Macroeconomics. Applied econometrics.

Instructor Elise Brezis: International economics. Economic history.

Instructor Peter J. Rathjens: Finance. Econometrics.

## Degree Requirements

#### Master of Arts

Students must successfully complete an approved schedule of at least 12 courses during their residency at Brandeis. These will include four required courses, five electives (two of which must be selected from a "core option" group), and a final-year seminar. Students must also successfully complete an approved schedule of courses during one semester of study at an affiliated foreign university.

Residence Requirements. Two years of full-time study at the normal course rate will be required. One semester of study will be spent at a foreign university associated with the program.

Thesis

Language

Internship.

Requirement.

Candidates will be required to demonstrate a high level of proficiency in a modern foreign language.

Students are encouraged to serve as interns with a business or governmental agency in the summer following their first year of study.

A master's project involving a one-semester thesis, or a report on an appropriate internship must be submitted no later than April 15 of the year in which the degree is to be conferred.

IEF 130a.

Special Topics in

**Economic Policy** 

International

is of the exposure of the multinational om accounting and economic ctives, survey of techniques in foreign and investment finance, working management and other international ions. Introduction to international
ss stratery, including tax management, al risk and global capital budgeting. uisite: Concurrent enrollment in 163a or IEF 201a.
y offered every year.
ezis
ps basic concepts and accounts and them to income measurement, capital and cost. Special emphasis on the on of economic enterprises in an tional setting. Through the use of cases ps the basis for rational choice and of business activity.
y offered every year.
ghes
tions and instruments of international markets from the viewpoint of market pants. Analysis of spot, forward and s markets for foreign exchange, parity nd arbitrage. Survey of Eurocurrency ts and international bond markets, and hniques used by firms to control ure. Signature of instructor required.
y offered every year.
uction to the economic foundations of d the implementation of law through arts and regulatory bodies. Survey of inciples of national and international at affect international business ctions.
y offered every year.
eckstein
y offered every year.
echetta
y offered in even years.
iber

Analysis of current international economic

policies using advanced theoretical models.

international debt crisis, the role of the IMF, the appreciation of the US dollar and the

Topics will vary but may include the

Usually offered every year.

trade deficit.

Staff

Economics 136b. Methods for Managerial **Economics** 

The application of mathematical techniques used in microeconomics and operations analysis to managerial problems. Topics include linear programming and related optimization techniques, game theory, decision theory, search theory and capital budgeting.

Usually offered every year.

Mr. Lewbel

Economics 141a. The Economics of Technological Change

This course is designed to give students of economics a deeper understanding of the role of technological change in modern economic analysis and to help them to identify and analyze important issues concerning technology in the nation's economy. Topics include the representation of technological change in various production functions, studies of change at the sectoral level, interdependence of sectoral decisions, factor productivity and economic growth, technology transfer and technology assessment.

Usually offered in odd years.

Ms. Carter

Economics 160a. International Trade Theory

Rigorous analysis of the causes and effects of international trade, including theories of static and dynamic comparative advantage. Justifications for and effects of commercial policy. Analysis of international trade and trade policy under imperfect competition.

Usually offered in even years.

Ms. McCulloch

Economics 161a. Multinational Corporations

The economic theory of direct foreign investment is developed and applied in the analysis of the multinational corporation.

The problems raised by these compromises are examined and various solutions considered. The policies of both home countries and host countries are analyzed and evaluated.

Usually offered in odd years.

Ms. McCulloch

Economics 162b. International Financial History The history of the development of money, bonds and other financial institutions of Western Europe from the industrial revolution to the present.

Usually offered in even years.

Ms. Brezis

71	International Economics and Finance		
Economics 165a. Growth and Technical Change: The Chinese Experience	A study of the processes of growth, technical change and economic transformation, with a focus on the empirical experience of China. Analysis of the policy options available to China and the economic consequences of various experiments and reforms.  Usually offered in odd years.  Mr. Jefferson	IEF 201a. International Macroeconomics I	Analysis of national accounts and economic fluctuations, equilibrium in goods and money markets, aggregate supply and demand, and the role of trade and international capital movements. Open-economy concepts are stressed, and international comparisons are used to highlight the microeconomic determinants of macroeconomic institutions and policy.  Usually offered every year.
Economics 171a. Financial Theory	Topics include the evaluation and selection of assets, the behavior of investors under risk, portfolio composition and theories of the pricing of assets. Examines applications of the Capital Assets Pricing Model and the Arbitrage Pricing Model to the pricing of specific financial assets including options and forward exchange.  Usually offered in even years.  Mr. Rathjens	IEF 202a. International Macroeconomics II	Mr. Stern  Systematic treatment of open-economy macroeconomics for both small and large economies. Analysis of international flows of goods and capital, international financial arrangements, and policy interdependence under fixed and flexible exchange rates. Review of the performance of different postwar financial regimes and of empirical results in exchange rate determination and forecasting.
Economics 172b. Money and Banking	The industrial structure of the money market and the effect of structure upon the effectiveness of monetary policy. Financial intermediaries will be described and analyzed in general; primary emphasis will		Usually offered every year. Mr. Bachetta
	be on the way particular intermediaries, markets and financial instruments work and their effectiveness as transmitters of monetary policy. Topics to be studied include commercial banking, the mortgage market, the new financial instruments — NOW accounts, money market funds, branch banking and Eurodollars.  Usually offered every year.	IEF 212b. Accounting and Financial Analysis	Analysis of the techniques used by accountants to measure assets, equities and profits, with particular emphasis on the preparation and especially interpretation of corporate financial statements. Survey of alternative accounting systems and analysis of authoritative pronouncements. Emphasis on international issues.  Usually offered every year.
	Mr. Weckstein		Mr. Hazelkorn
Economics 182a. Advanced Macroeconomics	Selected topics in macroeconomic analysis are treated in depth. Topics vary, but may include: the role of expectations, positive analysis of stabilization policy, inflation and unemployments, and micro foundations of macroeconomic models.  Usually offered every year.  Mr. Dolbear	IEF 214a. International Business Economics and Strategy	Applies concepts and evidence from industrial organization and international trade to problems of business strategy, focusing on competition in international markets.  Usually offered every year.  Mr. Weiner
Economics 184b. Econometrics	Introduction to the construction and testing of econometric models. Presents multivariate regression analysis and various modern techniques for estimating econometric models for a wide range of business and economic applications.	IEF 220b. Case Studies in International Business Strategy	Case studies in the "real" aspects of international management, including analysis of long-term economic exposure, direct investment, importing, exporting and the formulation of international business strategy.  Usually offered in even years.
	Usually offered every year.  Mr. Lewbel		Staff
Economics 186b. Quantitative Models of the Economy	Study of various types of quantitative models in applied economic analysis and forecasting, including input-output, linear programming and econometric models. The course emphasizes application and involves several hands-on projects.		
	Usually offered in odd years.		

Mr. Petri

IEF 227b. Economy and Japan Examination of Japanese economic history, growth and special features of Japanese economic institutions. Topics include various issues in labor economics, industrial organization, economic strategy at both the micro and macroeconomic levels and prospective changes in dependence on trade.

Usually offered every year.

Mr. Evans

IEF 230a. Case Studies in International Finance Case studies in the practice of international corporate finance in the areas of international exposure, corporate capital transactions, portfolio management, international banking and investment banking.

Usually offered every year.

Mr. Hughes

1EF 275a. The Economics of Development Examines various models of economic growth and development using the experience of both developing and industrial countries. Topics include the transition of nations from predominantly agricultural economies to industrial economies; the contributions of capital, technical change and foreign investment development; and alternative strategies of external trade for promoting development.

Usually offered every year.

Mr. Jefferson

IEF 299c. Seminar in International Economics and Finance Topics in contemporary international economics and finance. Presentations by faculty, students and professionals from business and government.

Usually offered every year.

Mr. Petri

# Joint Program of Literary Studies

Comparative Literature, French, German, Russian and Spanish

# Objectives

The joint program of literary studies accepts students desirous of obtaining an M.A. and/or Ph.D. degree in one of the areas listed above. Interdisciplinary in design, the program aims to train literary scholars and teachers whose professional capabilities will be broader than their individual specialties. Students will have the opportunity to study the theory of literature, history and theory of literary criticism, and scholarly methodology in addition to the specific literatures in which the degree will be earned. A small and carefully selected student body will work closely with the faculty of the program and with one another in a core curriculum before specializing. Students are encouraged to plan an individual program of studies within their field of interest in consultation with their advisor(s). Although the program encourages individual initiative, with the advice and consent of advisor(s), it should be stressed that all students, whatever their areas, must master the basic literature, primary and secondary, in their field. The General Examinations will assume both breadth and depth of such knowledge. (Reading lists for each area are available.)

# Admission

The general requirements for admission to the Graduate School, given in an earlier section of this catalog, apply to candidates for admission to this program. Applications must be received no later than March 1. Please be sure to mark clearly the area of your choice (Comparative Literature, French, German, Russian or Spanish) on the application form. Each applicant must submit one or more college-level essays on a literary subject (one of which should be written in English) as a sample of work.

# Faculty

# Committee:

Professor Edward Engelberg, Chair (Comparative Literature)

Professor Julio Ortega (Latin-American) Professor Murray Sachs (French)

Professor Robert Szulkin (Russian) Professor Harry Zohn (German)

Associate Professor Dian Fox (Spanish) In addition, other faculty members of the Departments of Germanic and Slavic Languages and Romance and Comparative Literature participate in this program.

# Degree Requirements

#### Master of Arts

Students who have completed two years of full-time study in residence may be awarded the M.A. degree. Such students must be in good standing (no incompletes). In addition, such students must have passed the language requirement, either by certification and/or examination, as follows: single area candidates one foreign language other than the major language. Finally, such students must have passed satisfactorily the Qualifying Examinations.

# Doctor of Philosophy

Program of Study.

Individual programs of study will be arranged between students and their advisors. The core curriculum consists of several elements: all students in the program are obligated to enroll in Literary Studies 201 (The History and Theory of Criticism); all students will be held responsible for certain works on literary theory, literary history and aesthetics (not studied in the criticism seminars) at the time of the General Examination.

Although the program is designed to permit students to develop their studies coincident with their interests and talents, and in consultation with their advisor(s), full-time students are expected to enroll in at least three literary studies seminars each year during the first two years of residence. In addition to Literary Studies 201, first-year

students are expected to augment this schedule with at least two additional seminars from the literary studies offering, and 100-level courses in areas of specialization (e.g., French, Spanish, German, etc.).

Residence Requirements. The minimum residence requirement is two years of full-time study beyond the bachelor's degree. Additional course work during the third year is generally recommended.

Language Requirement. Students will be asked to demonstrate a reading competence in at least two foreign languages to be determined in consultation with their advisors. In certain areas of specialization, additional languages (e.g., Latin) may become necessary research tools. (Comparative literature students should consult the special statement of language requirements below.) Students must be certified in at least one language by the end of the first year in residence.

Qualifying Examinations.

Qualifying examinations must be taken at the start of a student's second full year in residence, with the purpose of determining that the student is qualified to study literature productively at the graduate level. Only students who have a complete and satisfactory record for their first year will be permitted to take the Qualifying Examinations. No postponement of these examinations is allowed. The examinations are both written and oral, and will be scheduled each year for the third or fourth week in September. The examinations are prepared and conducted by a three-member faculty committee chosen at the end of the first year of study by the candidate in consultation with the candidate's faculty advisor. After the examinations, the candidate receives a detailed written evaluation from the three-member committee, based on the written and oral performances and on the entire record of the candidate's first year in residence.

General Examinations. Students may take the General Examinations, which demonstrate full competency in their chosen discipline, whenever they and their advisors feel they can appropriately do so. However, all students are expected to have completed the General Examinations no later than the fall semester of their fourth year in residence. Examinations will be offered twice each academic year, in October and May, and will consist of three written examinations and an oral examination. Details about the contents and procedures are available on request.

Admission to Candidacy.

Candidates will be recommended for admission to doctoral candidacy when the residence and language requirements have been met, the General Examinations have been successfully passed, and a prospectus of the candidate's proposed dissertation topic has been approved by a committee of the area concerned.

Dissertation and Defense, The completed dissertation must be read and found acceptable by its director and two other readers before the candidate is eligible for the Final Oral Examination. The Final Oral Examination will be conducted by a committee of not less than four, one of whom must come from outside the candidate's area.

Teaching.

All students in the program are expected to do some supervised teaching, either as a teaching assistant or by means of other arrangements. In some areas, where teaching assistantships may at times be unavailable, students will be expected to fulfill some teaching assignments (occasional class lectures, for example) without remuneration.

For Candidates in Comparative Literature. 1. Any student in the program who declares candidacy in comparative literature should decide, as soon as possible, on a major and minor literature. The major literature must be one of those offered by either the Department of Germanic and Slavic Languages or Romance and Comparative Literature (but not Italian). The minor literature may be Italian, English, American or, after consultation, some other literature offered by the University. Exact "proportions" cannot be stated in advance and will be worked out in consultation between students and advisor(s).

2. Candidates in comparative literature are expected to take three language examinations as follows:

a. The major language, which should be near level of mastery (reading, writing and speaking) on acceptance to the program. Students may simply be "certified" for this language if their level of competence is obvious.

b. The second foreign language should be mastered as a reading language with a fluency that will permit easy access to all primary and secondary literature in the specified area.

c. The third foreign language should be a reading tool for primary and especially secondary materials.

It is quite possible that for certain areas of specialization—Medieval, Renaissance, etc. additional languages will become necessary (e.g., Latin, Catalan, Old French).

# Courses of Instruction

Literary Studies	Offered every year.	Literary Studies	Usually offered every fourth year.
01a.  History and Theory of Criticism: The Development of Hodern Critical Cheories	Mr. Kaplan	213b. Modes of the Grotesque in Art and Literature	Mr. Szulkin
ncories		Literary Studies	Usually offered every fourth year.
iterary Studies 02b.	Usually offered in even years.	—— 215a. Poetry, Criticism and Modernity:	Mr. Kaplan
iction: Theory and ractice	Mr. Sachs	Baudelaire and His Contemporaries	
iterary Studies 03a.	Usually offered in even years.	Literary Studies 301-306a and b.	Usually offered every year.
omantic Phenomena	Mr. Engelberg	Readings in Area Studies: Tutorials	
iterary Studies 04a.	Usually offered in even years.	301a and b.	
Theory and Practice	Mr. Zohn	Comparative Literature, Readings	
f Literary Translation		in Comparative Texts	Mr. Engelberg and Staff
iterary Studies 05a.	Usually offered every fourth year.	302a and b. French. Readings in	
Crosscurrents in the French and English Enlightenments	Mr. Gendzier	French Texts	Mr. Sachs and Staff
' C. I'.	II 11 66 1 6 1	303a and b. German. Readings	W 7 1 10 M
iterary Studies	Usually offered every fourth year.	in German Texts	Mr. Zohn and Staff
The Comic in iterature: Theory nd Practice	Mr. Sachs	304a and b. Russian. Readings in Russian Texts	Mr. Szulkin and Staff
iterary Studies	Usually offered every fourth year.		
07a. Jarxist Criticism: iterature and lociety in Early	Ms. Harth	305a and b. Spanish. Readings in Spanish Texts	Ms. Fox and Staff
Modern Europe		306a and b.	-
iterary Studies	Usually offered every fourth year.	Latin-American. Readings in Latin-	M. O
208b. Cervantes in his European Context: Heritage and Lineage	Ms. Fox	American Texts	Mr. Ortega and Staff
Literary Studies	Usually offered in odd years.		
Modern Phenomena	Mr. Engelberg		
iterary Studies 11a.	Usually offered every fourth year.	_	
The Tragic in Literature	Mr. Engelberg		
Literary Studies 212b.	Usually offered every fourth year.		

400d. Dissertation

Research

70	Joint Frogram of Literary Studies
Literary Studies 351- 355a and b. Directed Research	Open to advanced graduate students with the consent of the instructor and the chairman of the Literary Studies Program.
	Offered every year.
351a and b. Comparative Literature	Mr. Engelberg and Staff
352a and b. French	Mr. Sachs and Staff
353a and b. German	Mr. Zohn and Staff
354a and b. Russian	Mr. Szulkin and Staff
355a and b. Spanish	Ms. Fox and Staff
356a and b. Latin-American	Mr. Ortega and Staff
Literary Studies	Offered every year.

Following is a list of selected courses in each of the areas that constitute the Joint Program of Literary Studies, which may be of special interest to graduate students. For a full list of all courses available consult the undergraduate bulletin under Departments of Germanic-Slavic Languages and Romance and Comparative Literature.

Staff

# Comparative Literature

# Comparative Literature 102a. Mythology in Medieval Literature

This course examines the tensions between pagan literature and Christian theology in the early and high Middle Ages and their resolution through moralized versions of classical myth. Readings in St. Augustine, The Song of Roland, Chrétien de Troyes, Romance of the Rose, Dante, Petrarch, Sir Gawain and the Green Knight and Chaucer.

Usually offered in even years.

Ms. Perry-Buxton

Comparative Literature 103b. Madness and Folly in Renaissance Literature A study of the theme of madness and folly as exemplified by the major writers of the Renaissance, including Erasmus, Rabelais, Montaigne, Boccaccio, Ariosto, Shakespeare, Jonson and Cervantes.

Usually offered in odd years.

Mr. Lansing

Comparative Literature 104a. At the Threshold of the Modern World The challenge to social constraints and the emergence of a new world-view in the West. How early modern literature treated issues of the self, social and sexual relations, women, religion and the philosophical spirit. Readings in Molière, Pascal, Descartes, Aphra Behn, Jonson, Fontenelle, Mme. de Lafayette, Defoe.

Usually offered in even years.

Ms. Harth

Comparative Literature 105b. Sex and Sensibility in Pre-Revolutionary European Novels

This course will study the concept of human nature with specific attention to whether people can be educated to control or influence their erotic feelings and states of happiness. We shall trace the roles of family, money, personal identity and social norms in structuring the eighteenth-century novel. The course will focus on the birth of the novel and of romanticism. Required texts: Richardson, Clarisss; Fielding, Tom Jones; Sterne, Tristram Shandy; Diderot, The Nun, Rameau's Nephew; Rousseau, Julie or the New Heloise; Goethe, Werther; Laclos, Dangerous Liaisons; Sade, Justine.

Usually offered in even years.

Mr. Gendzier

Comparative
Literature 106a.
The Age of
Contraries:
European
Romanticism

A study of the Romantic rebellion and its remarkable combination of spiritual vision and social utopianism, against the background of the French Revolution. Literary masterpieces from Germany, England and France that explore problems of faith, passion, art, will be compared with relevant paintings and music. Authors include: Blake, Wordsworth, Goethe, Hoffmann, Chateaubriand, Balzac, Stendhal, Baudelaire. Music: Berlioz, Wagner. Painting: Delacroix, Turner, Friedrich.

Usually offered in odd years.

Mr. Engelberg

Comparative Literature 107b. European Modernism and Its Inheritors A study of the principal forms and styles of the European avant-garde in the first half of this century, understood as a series of efforts to reflect and explore the implications of an emerging and radically new model of human consciousness. Painters viewed will include Picasso, Duchamp and Ernst; readings from Joyce, Rimbaud, Rilke, Apollinaire, Landolfi, Stein, Montale and William Carlos Williams.

Usually offered in odd years.

Mr. Engelberg

Comparative Literature 127b. The Rise of the Modern Short Story A study of the emergence and development of the modern short story as a new literary genre in the nineteenth century, with some attention to defining those characteristics of the genre which most clearly differentiate it from the novel. Works by such exemplary writers as Mérimée, Gogol, Poe, Maupassant, Verga, Anatole France and Chekhov will be examined.

Usually offered in even years.

Mr. Sachs

Comparative Literature 137a. Dada and Surrealism The Dadaists first assaulted bourgeois society in Zurich before World War I. Their provocative and humorous diatribes were employed by Dada-Surrealists in Berlin, New York and Paris. We shall examine their manifestos, literature, art and films which display a rebellious spirit extolling the liberated subconscious, the values of spontaneity and authenticity, the joys of love and freedom.

Usually offered in odd years.

Mr. Gendzier

Comparative Literature 144b. The Outsider as Artist and Lover Autobiographical, philosophical and literary writings of Kierkegaard, Baudelaire and Kafka which exemplify the struggle to achieve meaning in an antagonistic age. All were "alienated" writers who believed that their dedication to art or God required them to renounce love and marriage. We shall explore the interrelation of creativity, refigious experience and human intimacy in their writings, using Martin Buber to define these problems in today's terms.

Usually offered in even years.

Mr. Kaplan

Comparative Literature 150a. The European Novel: Realism A study of major European novels of the eighteenth and nineteenth centuries which were especially influential in shaping a new tradition in the art of fiction: the novel of realism. The development and evolution of the novel of realism will be traced through the close reading of novels by such authors as Laclos, Jane Austen, Balzac, Dickens, Flaubert, Caldós, Tolstoy, Zola, Fontane.

Usually offered in even years.

Mr. Sachs

Comparative Literature 151b. The European Novel: Modern Period

This course examines one of the major motifs (and the fictional techniques that define it) in the modern European novel: Time and Memory. We will examine novelistic devices such as "modernized" myth, "stream of consciousness," parallel and multiple "plots," reordering of narrative. Authors such as Proust, Mann, Joyce, Svevo, Woolf, Kafka.

Usually offered in even years.

Mr. Engelberg

Comparative Literature 170b. Tragedy and Modernism: Büchner to Beckett

This course examines various types of modern tragedy from Büchner to Beckett. Among these types are Naturalist Tragedy (Strindberg), Realist and Symbolist Tragedy (Ibsen and O'Neill) and Verse Tragedy (T.S. Eliot and W.B. Yeats).

Usually offered in odd years.

Mr. Engelberg

Comparative Literature 174a. Sex, Class and Literature in Europe Interconnections of sex, gender and class in the revolutionary, social, political and industrial climate of nineteenth-century Europe. An examination of how social and sexual power relations enacted in love, marriage and work were ideologically constructed in the fictional and theoretical literature of the period. Writers to be studied include Charlotte Bronte, Elizabeth Gaskell, Flaubert, Mills, Engels, Gissing, Freud, Gorky.

Usually offered in odd years.

Ms. Harth

Comparative Literature 185a, Dickens and Dostoevsky This course will consider such issues as narrative technique, literary realism and the manipulation of the grotesque and the sublime in representative works of Dickens and Dostoevsky. Because Dostoevsky was an avid reader of Dickens, we shall address the question of literary influence, particularly with regard to their shared thematic interests: e.g., the rise of the modern city and the depiction of childhood.

Usually offered every fourth year.

Ms. Miller

Comparative Literature 199b. The Roots of Literature An inquiry into the origins of literature as revealed by ancient and modern myths and texts.

Usually offered every fourth year.

Mr. Yglesias

French

French 110a. Introduction to French Literature A survey of representative works on the theme of love by the following authors: Beroul-Thomas, Montaigne, Molière, Racine, Diderot, Baudelaire, Flaubert and Camus. This course is designed to prepare students to read and interpret a variety of literary genres. Readings, lectures, discussions and writing will be in French.

Usually offered every semester.

Mr. Gendzier

# French 120a. The French Middle Ages

This course will explore medieval authors' use of a variety of literary genres to represent and comment upon the society in which they lived, in particular the relationships between men and women, between individuals and the feudal structure, between individual conscience and the strictures of the Catholic church, between the author and his work. Texts will be read in modern French: Chrétien de Troyes' Yvain, the Lais of Marie de France, Le roman de Tristan et Isent, Le Roman de la rose, Aucassin et Nicolette, the poetry of Rutebeuf, of Villon, of Christine de Pizan and of Charles d'Orléans a selection of fabliaux, La Farce de Maistre Pathelin.

Usually offered in odd years.

Ms. Perry-Buxton

# French 122b. The French Renaissance

An exploration of the themes of alienation and exile in relation to the role of classical texts, women writers and protestantism in the development of French Renaissance literature. Readings will include works by Marot, Scève, Du Guillet, Labé, Marguerite de Navarre, Rabelais, Du Bellay, Ronsard, Montaigne, D'Aubigné.

Usually offered in even years.

Ms. Perry-Buxton

# French 130a. French Classicism

This course will explore the relationship of literature to power. The writers we study were controlled directly or indirectly by Louis XIV, who managed France's culture to suit his political purposes. We will look at the unity of this culture — the integration of literature into the other arts — in the service of power. Representative authors: Corneille, Racine, Molière, Pascal, Boileau, La Fontaine, La Rochefoucauld, La Bruyère.

Usually offered in even years.

Ms. Hale

# French 132b. The French Enlightenment

The origins of Romanticism and Realism; modern notions of tolerance, the pursuit of happiness, feminism; conflicts between primitivism and progress, rationalism and experience, secular humanism and religious morality. These themes will be analyzed in such writers as Cyrano de Bergerac, Fontenelle, Bayle, Montesquieu, Voltaire, Diderot, Rousseau and Sade.

Usually offered in even years.

Mr. Gendzier

# French 134a. Power and Culture in the Ancien Régime

Relations between power and culture in the closing centuries of the ancien régime. Louis XIV's Versailles: its spectacular, visual and literary art; dissolution of the old order in the eighteenth century, as seen in painting and literature. Visual material and trips to local museums. Reading include art criticism, historical analysis, works by Molière, Racine, LaFayette, Voltaire, Diderot, Beaumarchais.

Usually offered in odd years.

Ms. Harth

# French 140b. Twentieth-Century French Drama

An examination of the theory and practice of twentieth century French theater. Works by Jarry, Artaud, Ciraudoux, Anouilh, Sartre, Adamov, Jonesco, Gênet and Beckett will be considered.

Usually offered in even years.

Ms. Hale

# French 144a. Samuel Beckett's Drama

In this course we shall examine the notion that Beckett has invented new dramatic forms to correspond to changes in the concepts of time, space and movement that have occurred in our century. Texts for stage, television, radio and cinema will be read.

Usually offered every year.

Ms. Hale

# French 150b. Modern French Poetry

From Romanticism to Symbolism, the foundations of modern French poetry. Close reading of Baudelaire's Les Fleurs du Mal and selected verse of Rimbaud, Verlaine, Mallarmé and Valéry. The themes of good and evil, the role of art, conceptions of language, and the changing mission of the poet will be emphasized.

Usually offered in even years.

Mr. Kaplan

#### French 152a. French Romanticism

The Romantic Revolution dominated France during the first half of the nineteenth century. We shall study Victor Hugo's central contributions and principal works of fiction; poetry and drama by Balzac, Lamartine, Vigny, Musset. Selections from Baudelais will exemplify the breakdown of French Romanticism.

Usually offered in even years.

Mr. Kaplan

Joint Pr	ogram of	Literary	Studies
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French 154a. Symbolism and Myth in Nineteenth-Century France Nineteenth-century French writers explored the dimension beyond the visible world in symbol and myth. Baudelaire's poetry and art criticism, and its influences, will help trace the Romantic beginnings of symbolism through decadence, naturalism and realism. The duality between the material and supranatural worlds as expressed in poetry, the novel, opera and painting provides the course's rationale. Authors include Nerval, Baudelaire, Verlaine, Rimbaud, Mallarmé; Wagner's opera Tannhäuser; paintings by Delacroix, Ingrès, Daumier, Moreau.

Usually offered in odd years.

Mr. Kaplan

# French 160b. Nineteenth Century French Fiction

By focusing on the great landmark achievements in the novel, (by Stendahl, Balzac, Flaubert and Zola), and the finest short stories (by Merimée, Balzac, Flaubert and Maupassaut), this course will seek to discover why fiction grew to be the dominant literary form of the uneteenth century in France and why realism was the aesthetic ideal of the age. All readings in French. Conducted in French.

Usually offered in odd years.

Mr. Kaplan

#### French 162a. Twentieth Century French Fiction

A study of the theory and practice of French novelists in the twentieth century. Authors to be considered include: Gide, Mauriac, Sartre, Beckett, Robbe-Grillet, Tournier, Duras. Particular attention will be paid to the notion of authorial presence in the novel.

Usually offered in even years.

Ms. Hale

#### French 164a. Fact and Fiction in France: The Uses of the Past

A study of the imaginative uses made by French writers of historical figures and events from France's past, in order to enliven, or enrich, or enlarge the scope of their fictional compositions. The role of both historical dramas and historical novels in reinterpreting the nation's past will be examined. Works by such authors as Mme. de Lafayette, Dumas, Hugo, Flaubert and Sartre will be read in conjunction with appropriate passages in a one-volume history of France.

Usually offered in odd years.

Mr. Sachs

# French 170b. French Culture from the Renaissance to the Romantic Period

In this course, we shall illuminate the relationship between the moralist tradition in France, (Montaigne, La Rochefoucauld, Diderot, Balzac) and the daily lives of their times. We shall locate the writers in their periods, place them geographically, outline their cultural and social frameworks, try to understand their collective mentality, their views of life and death, passion and reason, pleasure and pain.

Usually offered in even years.

Mr. Gendzier

#### French 172b. Sixteenth Century Paris

This course will explore the origins of Paris' reputation as the cultural center of France by means of a study of the history, art, architecture and literature of this city of contrasts. The chaotic community of Renaissance Paris can be seen as the matrix of modern France. Texts to be read in English translation include works by Marguerite of Navarre, Rabelais, Ronsard, du Bellay, Montaigne and Balzac.

Usually offered in odd years.

Ms. Perry-Buxton

# French 174b. Contemporary French Civilization

This course is designed for those who seek to acquire a working knowledge of the cultural, social and political context of contemporary France. It focuses on thematic dossiers composed of recent essays and press articles, films, recording and television broadcasts. Topics in recent years have included educational reform, women film makers, the Americanization of French language and culture, architectural renovation in Paris, the poetics of Jacques Brel and Leo Ferrée, xenophobia and the New Right, rhetorical analyses of election campaign speeches and left-wing and right-wing newspapers.

Usually offered every year.

Ms. Marx-Scouras

# French 180b. French Writing Outside of France

This course will explore how an extraordinarily rich, new world literature, based on the notion of difference and resulting from the intermixing of cultures, has emerged from the confines of the French language. We shall read literary masterpieces from such geographically diverse places as North America, the Caribbean, Africa, the Maghreb and Southeast Asia.

Readings will be supplemented by films.

Usually offered in odd years.

Ms. Marx-Scouras

# French 182b. French Literature and Painting

We shall explore the interrelations between French art and literature by studying selected texts (in English translation) and corresponding visual images from the nineteenth and twentieth centuries. Examples of movements that will be studied are: Romanticism, Realism, Symbolism, Surrealism, the New Novel/Abstract Art.

Usually offered in even years.

Ms. Hale

#### French 184a. Twentieth-Century French Literature and Film

We will study the stylistic, thematic, and narrative relationships between selected contemporary French literary texts (in English translation) and their cinematic counterparts, made either by the same author or by independent film makers. Our aim is to achieve a greater understanding of the strengths, weaknesses, and limitations of both media. Among the artists to be considered are: Cocteau, Prévert, Louys, Buñuel, Robbe-Grillet, Beckett, Duras.

Usually offered in even years.

Ms. Hale

# French 194a. Literature and Ideology

This course will analyze the impact of contemporary ideologies of race, sex and class on twentieth century French intellectual thought and writing. Authors include Céline, Sartre, Camus, Fanon, Robbe-Grillet, Duras, Foucalt, Todorov, Kristeva and Lacan.

Usually offered in even years.

Ms. Marx-Scouras

#### German

#### German 102a. German Literature before 1700

Lectures and readings in German. Though the emphasis will be on Minnesang, the Middle High German epics, and Baroque literature, there will be some attention to the Gothic and Old High German periods as well as to the literature of the Reformation.

Usually offered every third year.

Ms. Strenger

# German 106a. Advanced Composition and Style

Exercises and essays, ranging from simple letters, stories and dialogues to more complex analyses and argumentations, will improve personal writing style. Stylistic sensitivity and analytical abilities will be enhanced through the careful study of contemporary short stories, films, advertisements and samples from the great masters: Lessing, Heine, Nietzsche, Mann, Kafka, Grass. Conducted in German.

Usually offered in even years.

Mr. Frey

#### German 110a. Introduction to the Life and Works of Goethe

Intensive study of many of Goethe's dramatic, lyric and prose works, including Goetz, Werther, Faust I and a comprehensive selection of poetry; lectures and readings in German.

Usually offered every third year.

Mr. Zohn

German 120a. Enlightenment, Storm and Stress, Idealism: Lessing, Lenz and Schiller A survey of the literary and intellectual movements — Enlightenment, Storm and Stress, Idealism — that eventually culminated in German Classicism. Emphasis will be on close analysis of representative works by Lessing, Lenz and Schiller. Lectures and readings in German.

Usually offered every third year.

Mr. Frey

# German 130b. German Romanticism

The course studies literary and theoretical works of the Romantic movement and examines concurrent attitudes toward the German past, religion, philosophy, art, music and science. Lectures and readings in German.

Usually offered every third year.

Ms. Strenger

# German 140a. German Literature in the Nineteenth Century

A study of German, Austrian and Swiss prose, poetry and drama from Heine to Hauptmann, including the major figures of "Young Germany, Poetic Realism and Realism (Büchner, Droste-Hülshoff, Mörike, Grillparzer, Gotthelf, Hebbel, Stifter, Nestroy, Keller, Raabe, Fontane, etc.). Lectures and readings in German.

Usually offered every third year.

Mr. Zohn

#### German 150a. The Jewish Contribution to German Literature

This course will examine the literary harvest of the German-Jewish symbiosis from the Minnesinger Süsskind von Trimberg to Nelly Sachs, the poetess of the Holocaust, concerning itself with those Jewish writers in or from Germany (Heine, Wassermann, Lasker-Schüler), Austria (Beer-Hofmann, Schnitzler, S. Zweig) and Czechoslovakia (Kafka, Brod, Werfel) whose writings reflect Jewish themes or were shaped by the creative tension between the writers' Jewishness and the culture of German-speaking countries.

Lectures and readings in English. Students with advanced preparation will be expected to do the reading in German.

Usually offered every third year.

Mr. Zohn

German 160b. German Drama and Lyric Poetry from Naturalism to the Second World War A survey of major trends in these genres with an emphasis on close analysis of selected works by such writers as Hauptmann, Hofmannsthal, Schnitzler, Kaiser, Brecht, Rilke and George.

Usually offered every third year.

Mr. Frey

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German 170b. Starting from Zero: German Literature Since World War II	We will trace the efforts of a new generation of German writers in both West and East Germany to come to terms with the horrors of war and totalitarianism and with the materialism of the post-war "economic miracle." Literary investigations will focus on major writers and poets such as Grass, Johnson, Lenz, Wolf, Böll, Celan, Sachs, Bachmann, Dürrenmatt, Frisch, Weiss and Handke. Class discussions will be in English. Readings available in German and in English translation. Viewing of recent German films will supplement material.	Italian 110a. Introduction to Italian Literature	This course will be a survey of the masterpieces of Italian literature from Dante to the present. It is designed to introduce the student to the major literary periods, styles, genres, and to present an overview of the history of the literature. All reading, writing, lectures and discussion will be in Italian. Reading in Dante, Boccaccio, Petrarea, Machiavelli, Leopardi, Verga and Pirandello. Usually offered in even years.  Mr. Lansing
	Usually offered every third year.  Mr. Frey	Italian 110b. Modern Italian Literature	Analysis of major works by Verga, Pirandello Svevo, Moravia, Lampedusa, Pavese and Vittorini with respect to the political,
German 180a. Twentieth-Century Prose: Mann, Kafka, Hesse	A survey of the work of these three important authors in the context of early twentieth-century literary movements. Special emphasis will be given to close analysis and discussion of selected texts. Lectures and readings in German.	Zacumo	economic and social problems of post- Risogimento Italy. Lectures, discussion, readings and written work in Italian. Usually offered in even years. Mr. Lansing
	Usually offered every third year.  Mr. Zohn	Italian 140a. Dante's Divine Comedy	A close study of the entire poem—Inferno, Purgatorio, Paradiso—as a symbolic vision of reality reflecting the culture and thought—political, philosophical, theological—of the Middle Ages. Readings will include two mino
German 190b. Vienna at the Turn of the Century	The literary and cultural scene in imperial Vienna during the final decades of Franz Joseph's reign will be explored through the works of such writers as Schnitzler, von Hofmannsthal, Zweig, Altenberg, Herzl and Kraus. Attention will be paid to the relationship between men of letters and innovative thinkers, artists and musicians like Freud, Wittgenstein, Klimt, Loos, Schiele, Mahler and Schoenberg.	Russian	pointical, philosophical, theological—of the Middle Ages. Readings will include two mine works, the Vita Nuova and On Monarchy. No knowledge of Italian is required. Usually offered in odd years. Mr. Lansing
	Usually offered every third year. Mr. Zohn	Russian 106b.	Prerequisite: Russian 3a or equivalent.
German 195b. The Culture of the Weimar Republic	The focal point will be Berlin in the troubled but fecund decade-and-a-half between the end of World War l and the accession of the Hitler regime. The course will explore aspects	Advanced Composition, Conversation and d Reading	Conducted entirely in Russian. Usually offered every year. Ms. Broude
	of the culture of the time, including literature and music (serious and popular), art and architecture (Grosz and Gropius), the Neue Sachlichkeit (new sobriety) in its various manifestations, the theater of Max Reinhardt and Erwin Piscator, the musical theater of	Russian 110a. Advanced Readings in Russian	Usually offered every third year.  Ms. Broude
	Brecht and Weill, the satire of Kurt Tucholsky and Erich Kästner, and the fabled cabarets of Berlin.	Russian 120b. Literary Crosscurrents: Russia and the West	Such writers as Gogol, Dostoevsky, Turgeney, Tolstoy and Chekhov, while fiercely proud of their Russian literary heritage, also learned about the craft of
	Usually offered every third year. Mr. Zohn	rassia and the West	nerriage, also learned about the crait of fiction from Western writers. This course wi study representative works in response to th West and to such trends as the impact of Napoleon, the rise of the city and the changing role of women. Readings and emphases will vary.
Italian			
Italian 105a. Contemporary	Usually offered in even years.		Usually offered in even years.  Ms. Miller
Italian Culture	Ms. Marx-Scouras		

Russian 130a. Nineteenth-Century Russian Literature

A comprehensive survey of the major writers and themes of the nineteenth century, including Gogol, Turgenev, Dostoevsky, Tolstoy, Chekhov and others. Conducted in English. Readings available in Russian and in English translation.

Usually offered in even years.

Ms. Miller

Russian 134b. Stories and Plays of Chekhov A detailed chronological investigation of the evolution of Chekhov's art—a blend of realism and symbolism. Emphasis on the major themes, method of characterization and literary style of the stories; his innovative techniques in drama; certain thematic parallels between the late stories and the plays. Conducted in English with readings available in Russian for concentrators and in English translation.

Usually offered in even years.

Ms. Miller

Russian 135a. The Short Story in Russia This course will focus on the great tradition of the short story in Russia. This genre has always invited stylistic and narrative experimentation as well as being a vehicle for the striking, if brief, expression of complex social, religious and philosophical themes. The works of such great prose innovators as Pushkin, Gogol, Turgenev, Dostoevsky, Leskov, Tolstoy and Chekhov offer confirmation of this notion.

Usually offered in even years.

Ms. Miller

Russian 136b.
The Literature of
Autobiography,
Childhood
Reminiscence and
Confession

Despite the difficulties in attempting a genuine autobiography, childhood reminiscence or confession, Russian writers from Avvakum on have undertaken to express themselves authentically within these forms. Yet many of them, recognizing the problematic nature of a sincere first person utterance, have made fictional use of it to exploit and portray moral paradoxes. Readings will be drawn from Avvakum, Tolstoy, Dostoevsky, Nabokov and others.

Usually offered in even years.

Ms. Miller

Russian 137a. The Heroine in Nineteenth-Century Russian Literature The remarkable women who populate prose fiction in nineteenth century Russia are virtually all the creations of male writers who often affirm the very conventions and moralities their female characters try to transcend. This course will examine questions of female representation and identity in readings from Pushkin, Lermontov, Cogol, Aksakov, Concharov, Turgenev, Dostoevsky, Tolstoy and Chekhov.

Usually offered in odd years.

Ms. Miller

Russian 146a. Dostoevsky A comprehensive survey of Dostoevsky's life and works, with special emphasis on his five major novels. Conducted in English. Readings available in Russian for concentrators, and in English translation.

Usually offered in odd years.

Ms. Miller

Russian 147b. Tolstov

This course will study the major novels and short stories of Leo Tolstoy (such as The Cossacks, Family Happiness, War and Peace, Anna Karenina, "The Death of Ivan llych," Master and Man," "Father Sergius") against the backdrop of nineteenth-century history and with reference to twentieth-century critical theory.

Usually offered in even years.

Ms. Miller

Russian 148a. Survey of Russian Theater from 1719 to 1917 Social, political and literary forces which were instrumental in the development of Russian theater from the late eighteenth-century to the Bolshevik Revolution. Major emphasis given to important plays and playwrights of the nineteenth-century, such as Fonvizin, Crivoedov, Pushkin, Gogol, Ostrovsky, Tolstoy, Chekhov, Gorky and Andreyev.

Usually offered in odd years.

Mr. Szulkin

Russian 148b. A Survey of Twentieth-Century Russian Theater: Chekhov to the Present History and development of Russian drama from Chekhov to the present. Conducted in English. Readings available in Russian and in English translation.

Usually offered in odd years.

Mr. Szulkin

Russian 149b. Twentieth-Century Russian Literature, Art and Theater We will focus on the three decades 1900-1930 and their various artistic movements (Futurism, Constructivism, Imagism, Cubism, Dada, Surrealism) as reflected in literature, painting and theater. We will explore the interrelationships between these artistic movements and the political scene. Readings will illustrate the richness of this modern period of Russian culture. Conducted in English, Readings in English translation.

Usually offered in odd years.

Mr. Szulkin

Spanish		Spanish 160a. Studies in Latin American	The new Latin American narrative is the focus of this course. Texts by Borges, Rulfo, Cortazar, Carpentier, Garcia Marquez,
Spanish 110a. Introduction to Peninsular Spanish Literature	Study of major periods, movements, works and authors from the Middle Ages to the end of the eighteenth century.	Literature I	Fuentes, among others. Discussion of their innovative qualities, as well as in relation to their cultural and historical framework.
Literature	Usually offered every year.		Usually offered every year.
	Ms. Fox		Mr. Ortega
Spanish 111b. Introduction to Spanish American	Study of major periods, movements, works and authors from the Conquest, through the wars of independence, to the middle of the	Spanish 160b. Studies in Latin American	Topic varies from year to year. Usually offered every year.
Literature	twentieth century.	Literature II	Mr. Ortega
	Usually offered in odd years.		
	Mr. Ortega	Spanish 161a. Masters of Modern Latin American	Development of twentieth-century poetics through the works of Dario, Vallejo, Neruda and Paz.
Spanish 112b. Indigenous	Study of poetry, fiction and theater, as well as historical accounts and mythical narrative,	Poetry	Usually offered in even years.
Literatures of Latin America	produced by the indigenous peoples of Latin America, from pre-Columbian to the contemporary period.		Mr. Yglesias
	Usually offered in even years.	Spanish 162b.	A study of man and nature (Sarmiento,
	Mr. Ortega	Argentine and Brazilian Literature	Hernandez, da Cunha) and of the inner man (Machado de Assis, Borges, Cortazar).
Spanish 120a.	A reading for fun and critical insight into		Usually offered every third year.
Cervantes: In Depth Study of Don Quijote			Staff
	this famous work, and some reasons for its reputation as a major influence on subsequent fiction throughout Europe.	Spanish 163b. Colonial and Nineteenth-Century	Usually offered every year. Staff
	Usually offered in even years.	Latin-American Literature	
	Ms. Fox	Spanish 165a.	A seminar for seniors and graduate students
Spanish 125b. Heart of the Golden Age	The most intense period of Spain's Renaissance-Baroque literary genius, 1543- 1642, produced in print and on the stage a series of enduring literary achievements.	Latin-American Literature and Culture  that will focus on fur movements and them research-oriented dis	that will focus on fundamental authors, movements and themes to develop a research-oriented discussion of textual, socio historical and aesthetic problems, ideas and poetics.
	Readings include ballads, and lyric poetry of Garcilaso, San Juan, Góngora; the prose of		Usually offered in even years.
	the Abencerraje, Cervantes' Novelas ejemplares, and Quevedo's picaresque novel, El buscôn; and the innovative drama of Lope, Tirso and Calderón.		Mr. Ortega
	Usually offered in odd years.	Spanish 170b. The Generation of 1898	Readings from Unamuno, Baroja, Azorín, Machado, Ganivet.
	Ms. Fox	1070	Usually offered in odd years.
Spanish 140a.	Usually offered in even years,		Mr. Larsen
Masters of Spanish Poetry	Mr. Yglesias	Spanish 180b. Twentieth Century	A study of major writers, works, styles and movements of the twentieth century, in
Spanish 150a.	The major works, comic and tragic, of	Spanish Literature	Spanish.
Seventeenth Century Drama	Spain's seventeenth-century dramatists. We will consider Cervantes' brief witty farces;		Usually offered in even years.
Century Drama	Tirso's creation of the Don Juan myth; Lope's palace and "peasant honor" plays; and Calderón's Baroque plays, culminating in Spain's Golden Age.		Mr. Larsen
	Usually offered in odd years.		
	Ms. Fox		

Joint Program of Literary Studies

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Spanish 182b. The Spanish Civil War: Cultural Cataclysm

We will focus on works illustrating the background of the conflict, its development and far-reaching influence on the fiction, art, film, music, theater, poetry and journalism of later decades. In works by Ayala, Matute, Cironella, Picasso, Hernandez, Hemingway, among others, we will examine such motifs as the accommodations of the arts to various political persuasions, the exile experience, and coming home.

Usually offered in even years.

Mr. Larsen

Spanish 185b. Realism in Modern Spain A study of various realistic techniques in nineteenth- and twentieth-century Spain and their relationship to the realistic tradition in Spanish culture. Movements and styles such as costumbrismo, naturalism, perspectivism, tremendismo, surrealism, as expressed in a number of artistic media. Focus will be on writers and artists such as Galdós, Pardo, Bazán, Blasco Ibáñez, Perez de Ayala, Cela, Lorca, Guillén, Dalí, Picasso, Buñuel (films).

Usually offered in odd years.

Mr. Larsen

Spanish 190a. Latin American Fiction in Translation Much of the most vital fiction of the last thirty years is to be found in the Third World, especially that lying to the south of us. This course will consider a number of major Latin American novels and stories in an effort to identify significant trends of divergence and convergence with regard to the mainstream of Western narrative.

Usually offered in even years.

Mr. Yglesias

Spanish 199b. Prince to Pauper

This course will focus on political and social currents in Spain from the fifteenth to the seventeenth centuries in order to trace a radical shift in the concept of the literary hero. The hero becomes an anti-hero: kings are replaced by rogues, or "picaros." Ballads; works by Cervantes, Quevedo, Lope and Calderón; and Lazarillo de Tormes, commonly acknowledged as the first "picaresque" novel in the Western tradition.

Usually offered in even years.

Ms. Fox

# **Mathematics**

# Objectives

The graduate program in mathematics is designed primarily to lead to the Doctor of Philosophy degree. The formal course work is devoted to giving the student a broad foundation for work in modern pure mathematics. An essential part of the program consists of seminars on a variety of topics of current interest in which mathematicians from Greater Boston often participate. In addition, the Brandeis-Harvard-MIT Mathematics Colloquium gives the student an opportunity to hear the current work of eminent mathematicians from all over the world.

# Admission

The general requirements for admission to graduate work in mathematics are the same as those for the Graduate School as a whole. The department has available a variety of fellowships and scholarships for well-qualified students. To be considered for such financial support the student should submit an application by February 15.

# Faculty

Professor Jerome P. Levine, Chair: Differential topology. Knot theory and related algebra.

Professor Maurice Auslander: Non-commutative algebra. Homological algebra.

Professor Edgar H. Brown, Jr.: Algebraic topology: manifolds, cobordism, surgery, homotopy theory.

Professor David A. Buchsbaum: Commutative algebra. Homological algebra.

Professor David Eisenbud: Commutative algebra. Algebraic geometry. Knot theory and singularities of complex varieties.

Professor Harold I. Levine: Differential topology. Singularities of differential maps.

Professor Teruhisa Matsusaka: Algebraic geometry. Classification and deformations of algebraic varieties.

Professor Alan L. Mayer: Classical algebraic geometry and related topics in mathematical physics. Professor Paul B. Monsky: Number theory. Arithmetic algebraic geometry.

Professor Richard S. Palais, Graduate Advisor: Non-linear partial differential equations. Calculus of variations in geometry of mathematical physics. Transformation groups.

Professor Gerald W. Schwarz: Algebraic groups. Transformation groups.

Visiting Professor Pierre van Moerbeke: Stochastic processes. Korteweg-de Vries equation. Toda lattices. Associate Professor Mark Adler: Analysis: differential equations, completely integrable systems.

Associate Professor Ira Gessel: Theoretical computer science, enumerative combinations.

Associate Professor Michael Harris: Arithmetic of abelian varieties over number fields. Class field theory. P-adic representation theory. L-functions.

Associate Professor Kiyoshi Igusa: Algebraic K-theory.

Associate Professor Daniel Ruberman: Geometric topology: knots and low dimensional manifolds. Assistant Professor Ivan Mirkovic: Representation of lie groups with a strong emphasis in algebraic number theory and algebraic geometry.

Assistant Professor Thomas Parker: Differential geometry and the geometry of mathematical physics.

Assistant Professor Troels Petersen: Integrable Hamiltonian systems; algebraic groups; representation theory and abelian varieties.

Assistant Professor Takahiro Shiota: Analysis: partial differential equations. Lecturer with rank of Assistant Professor Yong-Seung Cho: Topology and analysis.

# Degree Requirements

# Master of Arts

1. One year's residence as a full-time student. 2. Successful completion of an approved

schedule of courses.

3. Satisfactory performance in the basic courses in algebra, analysis, topology and geometric analysis - or equivalent examinations (see Program of Study). 4. Proficiency in reading French, German, or Russian.

Qualifying Examination. The qualifying examination consists of two parts: a major examination and a minor examination. Both are normally taken in the latter part of the second year but may occasionally be postponed until early in the third year. For the major examination the student will choose a limited area of mathematics, e.g., differential topology, or several complex variables, or ring theory and a major examiner from among the faculty. Together they will plan a program of study and a subsequent examination in that material. The aim of this study is to prepare the student for research toward the Ph.D. The minor examination will be more limited in scope and less advanced in content. The procedures are similar to those for the major examination, but its subject matter should be significantly different.

Doctor of Philosophy 1. Residence as a full-time student for two

years.
2. Successful completion of an approved

schedule of courses.

3. Superior performance in the basic courses in algebra, analysis, topology and geometric analysis - or equivalent examinations (see Program of Study).

4. Participation in the Second-Year Seminar. 5. Superior performance in the Qualifying

Examination.

6. Proficiency in reading two of French, German or Russian.

7. Doctoral dissertation approved by the

Department. 8. Successful defense of the dissertation. Admission to Candidacy.

To be admitted to candidacy for the Ph.D. degree in Mathematics, the student must have successfully completed the qualifying examination, must demonstrate proficiency in reading French, German or Russian and must be recommended for candidacy by the department.

Program of Study.

The normal first year of study consists of Mathematics 101a and b, 111a and b, and 121a and b. In exceptional circumstances and only with the permission of the graduate advisor, a student with superior preparation may omit one or more of these courses and elect higher level courses instead. In this case he or she must take an examination in the equivalent material during the first year. The second year's work will normally consist of Mathematics 110a and higher level courses in addition to preparation for the qualifying examinations described below and participation in the second-year seminar. Upon completion of the qualifying examinations, the student will choose a dissertation advisor and begin work on a

Dissertation and Defense.

The doctoral degree will be awarded only after the submission and acceptance of an approved dissertation and after the successful defense of that dissertation.

# Courses of Instruction

# Mathematics 101a. Algebra I

Groups, rings, modules. Galois theory, affine rings and rings of algebraic numbers. Multilinear algebra. The Wedderburn Theorem. Other topics as time permits.

thesis. This should be accompanied by advanced courses and seminars.

Usually offered every year.

Mr. Buchsbaum

Mathematics 110a. Geometric Analysis

Manifolds, tensor bundles, vector fields and differential forms. Frobenius theorem. Integration, Stoke's theorem and deRham's theorem.

Usually offered every year.

Mr. H. Levine

# Mathematics 101b. Algebra I

A continuation of Mathematics 101a.

Usually offered every year.

Mr. Auslander

Mathematics 110b. Geometric Analysis

The correspondence between Lie groups and Lie algebras. Exponential map, homomorphisms, Lie subgroups, and homogeneous spaces. Representations of compact Lie groups.

Usually offered every year.

Staff

Mathematics 111a. Real Analysis	Measure and integration. LP spaces, Banach spaces, Hilbert spaces. Radon Nikodyn, Riesz representation and Fubini theorems. Fourier transforms.  Usually offered every year.	Mathematics 203a. Number Theory	Some of the following topics will be covered: basic algebraic number theory (number fields, Ramification theory, class groups, Dirichlet unit theorem); zeta and L-functions (Riemann-function, Dirichlet L-functions, primes in arithmetic progressions, prime
	Staff		number theorem); class field theory; modular functions and modular forms; cyclotomic fields; automorphic forms on Adele groups.
Mathematics 111b.	The Cauchy integral theorem, calculus of		Usually offered every year.
Complex Analysis	residues, and maximum modulus principle. Harmonic functions. The Riemann mapping theorem and conformal mappings. Other topics as time permits.		Mr. Harris
	Usually offered every year.	Mathematics 203b. Number Theory	A continuation of Mathematics 203a.
	Mr. Palais	·	Usually offered every year.
	ATT. F divis		Mr. Harris
Mathematics 121a. Topology I	Point set topology, fundamental group,	Mathematics 211a.	Usually offered every year.
1 opology 1	covering spaces. Simplicial complexes, elementary homology and cohomology theory	Topics in	
	with applications. Manifolds and orientation, cup and cap products, Poincaré duality. Other topics as time permits.	Differential Geometry and Analysis	Mr. Adler
	Usually offered every year.	Mathematics 211b.	Usually offered every year.
	Mr. Brown	Topics in	
		Differential Geometry and	Mr. Adler
Mathematics 121b.  Topology I	A continuation of Mathematics 121a.	Analysis	
	Staff	Mathematics 221a.	Elementary homotopy theory, fibrations, obstruction theory and spectral sequences.
Mathematics 150a. Combinatorics	Emphasis is on enumerative combinatorics. Generating functions and their applications	Topology II	Usually offered every year.
Compiliatories	to counting graphs, paths, permutations and partitions. Bijective counting, identities, Lagrange inversion and Möbius inversion.		Staff
	Usually offered in odd years.	Mathematics 221b.	Differential topology: transversality and
	Mr. Gessel	Topology II	characteristic classes. Geometric definitions of cobordism, computation via homotopy theory. Other topics as time permits.
Mathematics 200a.	Usually offered every year.		Usually offered every year.
Second Year Seminar	Staff		Staff
Mathematics 201a. Topics in Algebra	Commutative algebra.	Mathematics 291d. Fellowship of the	Research seminar; not normally taken for credit.
F	Usually offered every year.	Ring — Seminar in Commutative	Usually offered every year.
	Mr. Eisenbud	Algebra	Staff
Mathamatica 2011	I I and the offered accompany		Stati
Mathematics 201b. Topics in Algebra	Usually offered every year.	Mathematics 293d.	Research seminar; not normally taken for
	Staff	Topology Seminar	credit.
Mathematics 202a.	Usually offered every year.		Usually offered every year.
Algebraic Geometry I	Mr. Eisenbud		Staff
		Mathematics 294d.	Research seminar; not normally taken for
Mathematics 202b. Algebraic	A continuation of Mathematics 202a.	Differential Geometry Seminar	credit.
Geometry I	Usually offered every year.	•	Usually offered every year.
	Mr. Eisenbud		Mr. Palais

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Mathematics

Mathematics 295d. Algebraic Geometry Seminar	Research seminar; not normally taken for credit.  Usually offered every year.  Staff	Mathematics 321b. Topology III	A continuation of Mathematics 321a.  Usually offered every year.  Staff
Mathematics 296d. Seminar in Artin Rings and Representation Theory	Research seminar; not normally taken for credit.  Usually offered every year Staff	Mathematics 324a. Advanced Topics in Lie Groups and Representation Theory  Mathematics 324b. Advanced Topics in	Usually offered in odd years.  Mr. Mirkovic  A continuation of Mathematics 324a.
Mathematics 297d. Number Theory Seminar	Research seminar; not normally taken for credit.  Usually offered every year.	Lie Groups and Representation Theory	Usually offered in odd years. Mr. Peterson
Mathematics 299a and b.	Staff Usually offered every year.	Mathematics 326a. Topics in Algebraic Groups and Invariant Theory	Usually offered every year. Mr. J. Levine
Readings in Mathematics	Staff	Mathematics 326b. Topics in Algebraic Groups and	A continuation of Mathematics 326a.  Usually offered every year.
Mathematics 302a. Topics in Algebraic Geometry	Complex and algebraic theory of Abelian varieties.  Usually offered in even years.	Invariant Theory	Mr. J. Levine
	Mr. Matsusaka	Mathematics 399a and b. Readings in Mathematics	Usually offered every year. Staff
Mathematics 302b. Topics in Algebraic Geometry	Moduli spaces of curves. An introduction to their construction and to the geometry of Mg and Mg,1 for g.  Usually offered in even years.	All graduate courses w of classes.	vill have organizational meetings the first week
Mathematics 311a. Differential and Pseudodifferential Operators on Vector Bundles	Usually offered every year.  Mr. Shiota	Mathematics 401d-416d. Research	Hopendent research for the Ph.D. degree.  401d. Mr. Auslander 409d. Mr. Schwarz 402d. Mr. Buchsbaum 411d. Mr. Mayer 404d. Mr. H. Levine 405d. Mr. J. Levine 406d. Mr. Matsusaka 414d. Mr. Adler 415d. Mr. Harris
Mathematics 311b. Advanced Topics in Analysis	Usually offered every year.  Mr. Shiota		408d. Mr. Palais 416d. Mr. Gessel
Mathematics 321a. Topology III	Usually offered every year. Staff		

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Mathematics

# Music

# Objectives

The graduate program in music, leading to the degrees of Master of Fine Arts and Doctor of Philosophy, is designed to provide a command of the craft of composition and an understanding of the nature, structural basis and historical development of music.

The following general fields of study are offered in music:

- 1. Composition and Theory. This program, emphasizing composition and supported by studies in theory and analysis, leads to the degrees of Master of Fine Arts and Doctor of Philosophy.
- 2. Musicology. In this program students may elect to emphasize or concentrate in one of two different programs of study, music history or theory and analysis. In the music history program, a variety of techniques and methodologies, including source studies, style development and historiography are applied to different repertories and historical problems. The program in theory and analysis features works in the history of theory from the medieval period to the present, as well as analytic work in the context of theory construction and the evaluation of tonal as well as contemporary analytic models. This program leads to the degrees of Master of Fine Arts and Doctor of Philosophy.

Students must specialize in one of these areas, but composers are expected to undertake some work in music history and historians to acquire some competence in tonal writing.

# Admission

Only a limited number of students will be accepted. The general requirements for admission to the Graduate School, as specified in an earlier section of this catalog, apply to candidates for admission to this area of study.

Applicants for study in musical composition and theory are required to submit, in addition to a transcript of their undergraduate records, evidence of qualification in the form of examples of original work in musical composition and advanced work in musical theory. Applicants for admission in musicology should submit examples of their prose writing on music as evidence of their ability to handle the language and specialized vocabulary. Undergraduate theses or term papers will be satisfactory. Musicology applicants wishing to specialize in theory and analysis should also submit examples of advanced work in musical theory. This work should be submitted together with the formal application for admission.

All applicants are expected to have some proficiency at the piano or an orchestral instrument. Information about this should be furnished when making formal application. A departmental written test in basic musicianship and analysis will be sent to all applicants; answers are to be submitted by mail on or before February 15.

Admission is granted for one academic year at a time. Students in residence must make formal application for readmission to the department on or before the final date specified in the Academic Calendar for filing "Application for Financial Aid." Readmission will be refused in cases where students have not demonstrated a capacity for acceptable graduate work.

# Faculty

Professor Robert L. Marshall, Chair

Professor Martin Boykan

Professor Allan R. Keiler Professor Harold S. Shapero, Director of Electronic Studios Associate Professor Eric Chafe

Associate Professor James D. Olesen

Associate Professor Jessie Ann Owens

Assistant Professor Allen L. Anderson

Assistant Professor Harry Ballan Lecturer with rank of Assistant Professor Armand Qualliotine

Lecturer with rank of Assistant Professor Mary E. Wolinsky

Lecturer David R. Fuentes Performing Artists in Residence Richard Ford Sarah Mead

Lydian String Quartet: Judith Eissenberg Mary Ruth Ray Rhonda Rider Daniel Stepner

# Degree Requirements

#### Master of Fine Arts

Language Requirements. Candidates for the master's degree in Musical Composition and Theory must possess a reading knowledge of one language—French, German or Italian.

Candidates for the master's degree in History of Music must possess a reading knowledge of French and German. Upon petition to the department substitutions for French will be considered.

Foreign language course credits will not in themselves constitute fulfillment of the language requirements for advanced degrees. All candidates must pass language examinations set or approved by the music faculty and offered periodically during the academic year. Students are urged to take these examinations at the earliest feasible date. Musicology students should pass the German reading examination by the end of their first year in residence. In case of failure, an examination may be taken more than once

Instrumental Proficiency. At least moderate proficiency at the piano is required of all candidates for advanced degrees.

Residence Requirements. Twelve semester courses at the graduate level, completed with distinction, and a thesis are required of all candidates.

The department normally allows credit for no more than two semester courses taken at another institution.

In general, the program of course work is completed in two academic years. It is suggested that students pursue no more than three full courses in any one year.

For candidates in musicology.

The musicology program consists of three categories of courses: (1) proseminars in music history, (2) seminars in music history (3) seminars in history of theory. Within each category courses are offered in the six principal historical periods of Western music from the middle ages to the twentieth century (medieval, Renaissance, baroque, classical, romantic, modern). The proseminars survey an array of topics illustrating the representative avenues of research and methodological approaches. Seminars typically concentrate on a single topic. Courses in analysis similarly belong to three categories: (1) proseminars and seminars in tonal analysis, (2) proseminars and seminars in non-tonal analysis, (3) advanced analysis.

For candidates in composition.

Examinations

Thesis.

its equivalent.

es in Composition students are required to take (1) proseminars and seminars in composition, (2) proseminars and seminars in tonal and nontonal analysis, (3) a proseminar in music history or its equivalent.

Shortly after their arrival, new graduate students will be expected to take an examination in the standard literature of music. Where deficiencies exist, examinations will be repeated.

Musicology students are required to take (1)

analysis; (3) the proseminar in composition or

at least one course in each of five historical periods, in any combination of proseminars or seminars; (2) at least two semesters of

Before the end of their second year of study, candidates for the degree of Master of Fine Arts must demonstrate their competence by means of a written general examination.

The following timetable is suggested for major general examinations: For candidates in composition, the composition examination may be taken during the first year and repeated if necessary in the second; the analysis portion of the examination will normally be taken during the second year. Examinations may be repeated in the third year only in the case of a student not proceeding beyond the master's degree. For candidates in musicology, major general examinations must be passed by the end of the second year; they may be repeated in the third year at the discretion of the faculty.

Candidates for the degree of Master of Fine Arts in Music are required to submit a thesis. For candidates in musical composition, this will consist of a musical composition, its scope to be approved by the music faculty. For candidates in musicology, it will be an analytical or historical study on a topic acceptable to the music faculty. Candidates in the history of music may submit, in lieu of a separate thesis, revised copies of two seminar papers that have been certified by the seminar instructor and at least one other faculty member as demonstrating a high degree of competence in research and writing. Two copies of the thesis or composition must be submitted to the department chairman in final form no later than December 1 for a February degree or April 1 for a May degree.

Doctor of Philosophy Admission to the doctoral program is normally granted at the end of the second year of residence and is determined by the student's performance in course work and general examinations. For candidates in music history, acceptance may be deferred pending repetition of portions of the major examinations.

Residence Requirements.

A minumum of 16 semester courses at the graduate level, completed with distinction, are required of all candidates.

In general, the program of course work will be completed in three academic years.

Applicants who have done graduate work elsewhere may apply for transfer of credit for such work; a maximum of one year of residence may be granted. Candidates for the doctoral degree in musicology will normally take, in addition to two one-semester courses (proseminar or seminar) beyond those taken for the master's degee, two semesters of dissertation research (Music 401-411). Candidates for the doctoral degree in composition will normally take, in addition to courses taken for the master's degree, two semesters of the seminar in composition and two seminars in advanced analysis.

Language Requirements.

Candidates for the doctoral degree in the history of music must possess a reading knowledge of French and German, Upon petition to the department, substitutions for French will be considered. Candidates in composition and theory must possess a reading knowledge of one language approved by the department.

Instrumental Proficiency.

At least moderate proficiency at the piano is required of all candidates.

Examinations.

Candidates for the Ph.D. degree have no additional written examination requirements in their major field beyond those for the M.F.A. In the minor field, doctoral-level examinations may, if desired, be replaced by the option of an additional semester of course

work completed with distinction, For candidates in composition and theory, a semester of Music 200 or 299 is suggested; for candidates in history, an additional semester of Music 227.

After meeting their language, residence, and general examination requirements, candidates for the Ph.D. must pass a special oral qualifying examination.

Admission to Candidacy.

Students will be admitted to candidacy for the Ph.D. degree upon successful completion of the written and oral qualifying examinations, fulfillment of the language requirements, and the approval of a dissertation topic. Candidates for the degree of Doctor of Philosophy in Musicology are required to submit a dissertation proposal by the end of the first semester of their third year in residence. An oral defense of the proposal will take place during the course of the second semester of the third year.

Dissertation.

Candidates for the degree of Doctor of Philosophy in Composition must submit an original musical composition and a thesis on a theoretical or analytical subject. Candidates for the degree of Doctor of Philosophy in Musicology must submit a dissertation on a historical, theoretical or analytical subject. Two copies of the doctoral dissertation, as well as an abstract of the dissertation not to exceed 350 words in length, should be submitted to the department or committee chairman no later than December 1 for a February degree and April 1 for a May degree of the academic year in which the Ph.D. degree is to be conferred.

Written dissertations should demonstrate the competence of the candidate as an independent investigator, his or her critical ability and effectiveness of expression. Upon completion of the dissertation, the candidate will be expected to defend it in an oral examination.

# Courses of Instruction

Except in the rarest circumstances, graduate credit is not allowed for courses numbered below Music 165.

Music 168a. Orchestration

The instruments of the orchestra: their construction, ranges and playing techniques, with a consideration of their use by major composers; the methods of writing effectively for present-day instruments, individually and in combination; the mechanics of reading and writing a score. Written exercises, analysis of scores, study of recorded performances and a live demonstration.

Usually offered every third year.

Staff

Music 182a. Topics before 1750

Analysis of Baroque music with special emphasis on Monteverdi, Handel and Bach.

Usually offered every third year.

Staff

Music 185a. Twentieth Century A survey of European and North American music from Debussy, Mahler, Schoenberg and Stravinsky to the present. The course will consider major compositional styles and techniques, including 12-tone composition, neo-classicism and electronic music.

Usually offered every third year.

Staff

92	Music		
Music 195a. Electronic Music	Composition and recording of electronic music. Technical electronics as they apply to musical problems.  Usually offered every year.  Mr. Shapero	Music 204b. Proseminar in Music of the Eighteenth Century	In addition to tracing the evolution of the principal genres (e.g., sonata, symphony, string quartet, opera buffa, opera seria), the course will assess the historical position of the major figures from Bach and Handel to Mozart and Haydn. Particular emphasis will be placed on understanding the phenomenon of the "style shift" from baroque to classical style.
Music 197a. Tutorial in the	The analysis of selected pieces of the tonal repertory. Students will work on a number of		Usually offered in odd years.
Analysis of Tonal Music	different analytic techniques and skills.		Mr. Marshall
	Usually offered in odd years.		
	Mr. Keiler	Music 205a. Proseminar in	A broad study of the principal stylistic developments and musical genres of the
Music 197b. Tutorial in the Analysis of Twentieth-Century Music	Basic analytical problems of the music of the twentieth century approached through detailed study of a few representative works. Usually offered every year.	Music of the Nineteenth Century	nineteenth century; topics discussed would be, e.g., the significance of Beethoven on the musical thinking of the nineteenth century, the rise of national schools of composition, especially opera, program music and its aesthetic and compositional bases.
	Staff		Usually offered every third year.
Music Colloquium	Discussions of special topics led by the		Staff
Music Conoquium	faculty and occasional guests. Some of the sessions will include performances of new works. Required of all graduate students. Non-credit.	Music 206b. Proseminar in the Music of the	An examination of the music of the twentieth century from a variety of view points, historical, theoretical and analytical. Topics
	Usually offered every year.	Twentieth Century	will include several of the following: tonality and atonality in Germany and Austria, 1899-
	Staff and Visiting Lecturers		1923; twelve-tone music and serialism; the French and Russian avant-garde; neo- classicism; experimental music in America;
Music 200b. Proseminar in Medieval Music	Broad coverage of the principal topics and research techniques of medieval music; structure of the liturgy, chant notation, oral transmission theory, tropes and sequences, polyphonic notation, rhythmic modes.		minimalism, neo-romanticism and eclecticism; and recent music. In addition to covering broader historical issues, the course will involve some close analysis of selected works.
	polyphonic notation, rhythmic modes. Introduction to standard bibliographic tools including editions, facsimiles, microfilms,		Usually offered in even years.
	liturgical books and reference books.	Mr. Ballan	Mr. Ballan
	Usually offered every third year.	Music 207a.	Basic study of the means by which a
	Staff	Proseminar in Analysis	compositional form is realized; attention will be focused on motives, groups and phrases as well as on rhythmic and metric
Music 201a. Proseminar in	Usually offered in even years.		considerations. Introduction to linear analysis.
Music of the Renaissance	Ms. Owens		Usually offered in even years.
			Staff
Music 202b. Proseminar in	Usually offered every third year.		
Music of the Baroque	Mr. Chafe	Music 207b. Proseminar in	A continuation of Music 207a.
		Analysis	Usually offered in even years.
Music 203b. Advanced Musical	Usually offered in even years.		Staff
Analysis	Mr. Ballan	Music 208b.	Usually offered in odd years.
		Problems in	comm, onered in odd yours.

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Music

93	Music		
Music 210a. Seminar in Music of the Middle Ages	Usually offered in even years.	Music 220a. Seminar: The German Post- Romantic Period	Usually offered in odd years.  Mr. Chafe
Music 211d. Seminar in Renaissance Musical Sources	Usually offered in odd years.  Ms. Owens	Music 221d. Proseminar in Schenkerian Analysis	The systematic study of the approach of music analysis developed by Heinrich Schenker. The basic concepts of diminution, yoice leading, prolongation and structural
Music 212a. Seminar: Theory of Modality and Tonality	An investigation of various concepts related to tonal organization (such as mode, key, system, solmization) based on a close reading of theoretical treatises from the fifteenth through the seventeenth centuries.		level are studied and their significance is applied to smaller examples as well as the principal longer forms of tonal music. The student will gradually master all of the notational techniques of linear analysis as they are applied to the tonal repertory.
	Usually offered in even years.		Usually offered in even years.
	Ms. Owens		Mr. Keiler
Music 213b.	Usually offered in even years.	Music 224d.	Usually offered every third year.
Seminar in Music of the Renaissance	Ms. Owens	Seminar in Medieval Music Theory	Staff
Music 214b.	An in-depth investigation of one selected topic in baroque music. Typical topics	Music 225.	Usually offered every third year.
Seminar: Baroque Topics	include the Monteverdi madrigals, seventeenth-century instrumental music, the Bach Passions. The methodology employed	Seminar in Baroque Theory	Staff
	will vary according to the subject; emphasis will be given to more recent research in most cases.  Usually offered every third year.  Staff	Music 226a. History and Literature of Western Music Theory: Baroque to 1850	Usually offered in odd years. Mr. Keiler
Music 215b. Seminar: The Bach Sources	Usually offered in even years.  Mr. Marshall	Music 226b. History and Literature of	Usually offered in even years. Mr. Keiler
Music 216d. Seminar: The	Usually offered every third year.	Western Music Theory: 1850 to the Present	
Origins of the "Classical Style"	Staff	Music 227a. Proseminar in Theory and	Technical projects in theory and composition baroque counterpoint; canon, fugue and chorale prelude.
Music 217a. Seminar: Recent Developments in Mozart Research	The purpose of the course will be to assess the current state of the several areas of Mozart research; biography, source studies,	Composition	Usually offered every year.
Mozart nesearch	work analysis, performance practice and the composer's music-historical position in the development of the "classical style."		Mr. Shapero
	Usually offered every third year.	Music 227b. Proseminar in	Composition in classical forms with particular emphasis on sonata form.
	Staff	Theory and Composition	Usually offered every year.
Music 218b.	Usually offered in even years.		Mr. Shapero
Seminar in the Music of the Nineteenth Century	Mr. Keiler	Music 228a. Seminar in Twentieth Century	Written exercises utilizing some of the newer compositional techniques developed in the twentieth century.
Music 219a. Seminar: Wagner	Usually offered in even years.	Techniques	Usually offered in odd years.

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Music 233a. Topics in Analysis Music 233b. Topics in Analysis	Usually offered every year. Staff Usually offered every year. Staff	Music 291b. Advanced Orchestration	Scoring as a means of projecting a musical idea; questions of phrasing, emphasis and musical pacing. Analysis of scores as well as written exercises. Live performances whenever possible.  Usually offered in even years.
Music 234a, Analysis of Tonal Music	Detailed examination of a few complete works of the tonal repertory (from Bach to Brahms).  Usually offered in even years.  Staff	Music 292a. Seminar in Composition	Group meetings and individual conferences. Opportunities for the performance of student works will be provided. Usually offered every year. Section 1: Mr. Boykan Section 2: Mr. Wyner
Music 234b. Analysis of Extended Tonal Music	Works in this course will be selected from the late nineteenth and twentieth centuries. Composers such as Wagner, Wolf, Debussy, early Schoenberg, Bartok and Stravinsky. Usually offered in even years.	Music 292b. Seminar in Composition	Usually offered every year. Section 1: Mr. Boykan Section 2: Mr. Wyner
Music 246a. Stravinsky	Usually offered every fourth year. Staff	Music 299a. Individual Research and Advanced Work	Usually offered every year. Staff
Music 270a. Seminar in Serial Music	Twelve-tone procedures in Schoenberg, Webern and more recent composers. The course will be primarily concerned with the realization of serial technique in specific	Music 299b. Research and Advanced Work	Usually offered every year. Staff
	compositions. Attention will be focused on questions of articulation, phrasing, form and harmonic distinction.  Usually offered in odd years.  Mr. Boykan	Music 401d-411d. Dissertation Research	Required of all doctoral candidates.  401d. Mr. Boykan 402d. Mr. Marshall 403d. Mr. Shapero 406d. Ms. Owens 401d. Mr. Keiler 408d. Mr. Chafe 409d. Mr. Ballan 411d. Mr. Anderson
Music 270b.	A continuation of Music 270a. Usually offered in odd years.	Electronic Music Studios	Two studios with facilities for the composition of electronic music are available to qualified student composers.  Director: Mr. Shapero
	Mr. Roykan		

Mr. Boykan

# The Philip W. Lown School of Near Eastern and Judaic Studies

The Lown School is the center for all programs of teaching and research in the areas of Judaic Studies, Ancient Near Eastern Studies and Islamic and Modern Middle Eastern Studies. The school includes the Department of Near Eastern and Judaic Studies, the Hornstein Program for Jewish Communal Service and the Cohen Center for Modern Jewish Studies. The Department of Near Eastern and Judaic Studies offers academic programs in the major areas of its

concern. The Hornstein Program is a professional training program leading to the Master of Arts degree in Jewish Communal Service. It makes full use of academic resources of the Department of Near Eastern and Judaic Studies and other departments in the university.

The Cohen Center for Modern Jewish Studies conducts, and serves to stimulate, research and teaching in Contemporary Jewish Studies, primarily in the field of American Jewish Studies.

# Near Eastern and Judaic Studies

# Objectives

The graduate program in Near Eastern and Judaic Studies, leading to the Master of Arts and Doctor of Philosophy degrees, is designed to train scholars and teachers in the various cultures of the Near East and of classical and modern Judaic civilization, and to advance scholarly research in these areas. This work is done mainly through study of the relevant languages and literatures and the interpretation of primary sources.

# Admission

The general requirements for admission to the Graduate School, as specified in an earlier section of this catalog, apply to candidates for admission to this department.

# Faculty

Professor Leon A. Jick, Chair: Contemporary Jewish history.

Professor Michael Fishbane: Biblical studies. Dead Sea Scrolls.

Professor Marvin Fox, Director of the Lown School: Jewish philosophy. Rabbinic thought. Modern Jewish thought. Professor Alfred L. Ivry, Director of Graduate Studies: Jewish philosophy. Islamic philosophy.

Professor Benjamin C. I. Ravid: Jewish history.

Professor Jehuda Reinharz: Modern Jewish history. History of Zionism. Professor Bernard Reisman: Jewish communal service.

Professor Marshall Sklare: Sociology of the Jewish community.

Visiting Professor Avi Hurvitz: Biblical studies,

Associate Professor Tzvi Abnsch: Assyriology. Religions and cultures of the Ancient Near East. Associate Professor **Reuven Kimelman:** Talmud and Rabbinic literature.

Associate Professor Avigdor Levy, Director of Islamic and Middle Eastern Studies: Middle Eastern studies.

Associate Professor Gary Tobin, Director of the Cohen Center for Modern Jewish Studies: Jewish community research and planning. Adjunct Associate Professor Ruth Gollan, Director, Hebrew language program.

Visiting Associate Professor Stephen Geller: Biblical studies.

Assistant Professor Marc Brettler: Biblical studies. Lecturer with rank of Associate Professor Gila Ramras-Rauch: Hebrew literature.

Lecturer Charles Cutter: Judaic bibliography.

# Program of Study

Among the main fields in the area of Near Eastern and Judaic Studies in which courses are being given in the Graduate School are:

Bible and Ancient Near East Studies Jewish History Hebrew Literature Jewish Thought Jewish Philosophy, Medieval and Modern Islamie Philosophy Ottoman History The Modern Middle East Contemporary Jewish Studies

The department regularly offers additional courses in related fields.

Thesis

Staff

# NEJS 101a. Introductory Literary Arabic NEJS 101b. Introductory Literary Arabic NEJS 102a. Intermediate Literary Arabic and Institutions civilization and culture; Islam's relations with Usually offered every year. other civilizations and its role in contemoporary society. Staff Usually offered in odd years. NEJS 102b. A continuation of NEJS 102a. Mr. Levy Intermediate Literary Arabic Usually offered every year.

NEJS 104b. Aramaic Dialectology	A survey of the linguistic history of Aramaic, Major changes and developments which took place in the various dialects will be reviewed through readings of the following texts: Old Aramaic Inscriptions, Elephentine Papyri, Biblical Aramaic and the Dead Sea Scrolls.  Usually offered in odd years.  Mr. Hurvitz	NEJS 109b. Intermediate Akkadian NEJS 110b. Medieval Philosophy	Review of grammar and reading of Old Babylonian inscriptions, laws and letters and literary texts.  Usually offered every year.  Mr. Abusch  Averroes and Averroism: a study of the metaphysical ideas of one of the most influential figures in medieval philosophy and
NEJS 106d. Elementary Ugaritic	Grammar and poetic texts will be read with constant reference to biblical literature.		of the reactions to these ideas.  Usually offered in even years.
	Usually offered in even years.		·
	Staff		Mr. lvry
NEJS 107b. Themes and Ideas in Mesopotamian Literature	This course will introduce the students to the great literary genres of Mesopotamian civilization. Texts will be studied in translation and examined from literary and cultural points of view. Selections will be taken from such groups as epics, wisdom, historical prose, religious and love poetry.	NEJS 111a. Introduction to Biblical Literature	A survey of the Hebrew Bible and its main themes. Biblical books will be examined from the archaeological, literary and traditional perspectives, and will be compared with other ancient Near Eastern compositions. The question of whether there is one correct method of interpreting biblical texts will be explored. No knowledge of Hebrew is presumed.
	Usually offered every fourth year.		Usually offered in even years.
	Mr. Abusch		Mr. Brettler
NEJS 108a. Elementary Akkadian	Introduction to Akkadian grammar and lexicon and to Cuneiform script. This course is for beginning students of Akkadian. Usually offered every year.	NEJS 111b. Genesis	Selected portions of the book will be read in Hebrew; textual, exegetical and literary study. Particular attention to the meaning and background of the primeval history.
	Mr. Abusch and Staff		Usually offered every fourth year.
NEJS 108b. Comparative	An introduction to the internal relationships within the Semitic family and the distinctive		Staff
Grammar of Semitic Languages	linguistic features of its components.  Grammatical and lexical similarities to Egyptian and other related languages of North Africa will be studied. Both the earliest documented ancient languages and contemporary spoken dialects will be	NEJS 112b. The Book of Isaiah	Reading of selected passages from First, Second Isaiah and the "Isaianic Apocalypse." Emphasis will be placed on exegesis and the place of the Isaiahs in the development of biblical prophecy.
	considered.		Usually offered in even years.
	Usually offered in odd years.		Mr. Geller
	Staff	NEJS 113a. Targum	A study of selections from Targumic literature including the newly discovered
NEJS 109a. Genesis in Light of Archaeology	The book of Genesis will be considered as a whole and selections will be analyzed in depth against the historical background that		Palestinian materials. Critical study of the sources and their place among early versions and exegesis.
	gave rise to the traditions. The creation of man, calculation of life spans, the deluge and Noah's ark, the patriarchal homeland, the		Usually offered in odd years.
	promised land and its holy sites, the Egyptian link and the Damascus connection will be discussed.		Mr. Fishbane
	Usually offered every year. Staff	NEJS 113b. The Book of Exodus	Selected readings (in Hebrew): a detailed study of the Book, its structure, text and exegesis, historical background and problems, its leading themes and ideas.
			Usually offered in even years.
			Mr. Fishbane

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Near Eastern and Judaic Studies

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NEJS 114a. The Book of Amos	An intensive study of the text in English translation, the historical background, the leading ideas, his contribution to biblical religion.  Usually offered every fourth year.  Staff	NEJS 118b. Book of Psalms	Selected readings of biblical psalms. Special attention will be paid to religious ideas, literary forms and poetics. Other examples of biblical poetry will be considered as well.  Usually offered in even years.  Mr. Fishbane
NEJS 115a. Book of Deuteronomy	A close examination of the text of Deuteronomy with special attention to its religious, legal and compositional features. Traditions found in the Book of Deuteronomy will be compared with their counterparts elsewhere in the Pentateuch. The place of the Book of Deuteronomy in the history of the religion of Israel will be considered.	NEJS 119a. The Book of Ezekiel	Selected readings (in Hebrew). An intensive study of the exegetical problems, the historical background in the light of archaeological finds, the personality and biography of the prophet, the leading ideas and concepts of the book.  Usually offered in even years.  Staff
NEJS 116a.	Usually offered in even years.  Mr. Fishbane  This course will address such topics as: the	NEJS 119b. The Minor Prophets: Nahum, Habakkuk,	A textual and exegetical study; their historical background and leading ideas.  Usually offered every fourth year.
Biblical Theology platrise Ch and the Ust Sta  NEJS 116b. Beg phriting Jewish Philosophy with the control of the philosophy with the philosophy with the control of the philosophy with th	place of theology in the Christian world; the rise of modern Jewish Bible study; Jewish and Christian perspectives on theology; theology and exegesis, biblical criticism and theology;	Zephaniah	Staff
	theology and the fixity of the canon.  Usually offered every fourth year.  Staff	NEJS 120b. Intermediate Talmud	A more intensive study of selected portions of Treatise Sanhedrin not dealt with in NEJS 53a. Greater emphasis will be placed on the understanding of the classical commentaries. Students will be expected to develop the ability to work through a section of the text on their own. The analysis will deal with the
	Beginning with an analysis of the general philosophical/theological problem posed by the problem of evil, the course will continue with a systematic account of the main treatments of the problem in Jewish thought from antiquity to the present.		issue of voluntary and compulsory arbitration, and the binding nature of gambling agreements.  Usually offered every year.  Mr. Kimelman
	Usually offered in even years.		Mr. Kimeiman
NIEIC 117	Mr. Fox	NEJS 121b. Aspects of the Apocalyptic Imagination	A comparative and analytic survey of the idea of Apocalypse through study of the literary images and expressions of world catastrophe and renewal in religious literature—from
NEJS 117a. Job and the Problem of Evil	A close study of the Book of Job against the background of other biblical and ancient Near Eastern texts dealing with evil and its relationship to divinity and with the suffering of the righteous. The different theodicies will be considered with and between cultures. Other world religions will also be discussed. The text study will also introduce students to biblical poetics.	Imagination	ancient Egyptian, Mesopotamian and Israelite antiquity through the classical and medieval expressions of Judaism, Christianity and Zoroastranism. Among the topics to be considered will be mythic themes; temporal schemes; freedom and fatality; prophecy at messianism; relations between world origins and world destructions—renewals, and the varieties of cognitive or spiritual goals and
	Usually offered in even years.		crises involved. Aspects of the secularization of Apocalyptic and consciousness literature in
	Mr. Fishbane		modernity will also be treated.
NEJS 117b. Dead Sea Scrolls	Studies in the exegetical literatures of Qumran with particular attention to a detailed examination of the so-called Pesher literature. Emphasis will be placed on interpretative techniques and a consideration of the historical background of the texts where pertinent.		Usually offered in odd years. Mr. Fishbane
	Usually offered in odd years.		
	Codany officied in odd years.		

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NEJS 122b. Story Telling in the Hebrew Bible	An examination of the narrative techniques of various biblical stories, including selections from Genesis, Judges, Samuel, Jonah and Ruth. Consideration of such topics as perspective, irony, mimesis and repetition of key words. The basic tools for biblical research will also be introduced.  Prerequisite: Knowledge of Biblical Hebrew.  Usually offered in even years.  Mr. Brettler	NEJS 125a. Midrashic Literature: Mekhilta d'Rabbi Yishmael	An analysis of the central ideas, the literary structure and the midrashic method of the Mekhilta. Emphasis will be placed on a close reading of the text with a view to developing the student's capacity to do an independent analysis of midrashic literature. Attention will also be given to the general background and development of Midrash.  Usually offered in even years.  Mr. Fox
NEJS 123b. Classical Biblical Commentaries	An intensive study of the French and Spanish schools of Jewish commentators on selected books of the Bible.  Usually offered in odd years.  Mr. Fox	NEJS 125b. Midrashic Literature: Sifre Deuteronomy	An analysis of the central ideas, the literary structures and the midrashic method of the Sifre Deuteronomy. Emphasis will be placed on a close reading of the text with a view to developing in the students the capacity to do an independent analysis of midrashic literature. Attention will also be given to the general background and development of Midrash.
NEJS 124a. Modern Jewish- Christian Religious Thought	An examination of major Jewish and Christian thinkers of the nineteenth and twentieth-centuries, emphasizing their creative role in the formation of distinctive		Usually offered every fourth year. Mr. Kimelman
	religious ideas. Primary source materials will be used for the assigned readings. The course will be jointly taught by two specialists in the respective areas of Jewish and Christian thought. One main concern will be to explore the varieties of ways in which the major religious thinkers respond to each other and to modern culture.	NEJS 126b. Aggadic Literature: Avot DeRabbi Natan	A study of "talmudic" commentary to Mishnah Avot which alone of the Mishnaic tractates deals exclusively with aggadah. The class will focus primarily on literary and historical questions. Usually offered every fourth year.
	Usually offered in even years.		Mr. Kimelman
	Mr. Fox	NEJS 127a. Greek Jewish	In English. Jewish poetry, drama, philosophy and historiography composed in Greek in
NEJS 124b. Introduction to Jewish Mysticism	A survey of the field of Jewish mysticism as reflected in its history, its major texts, its original ideas and its symbolic structures. In addition to the standard secondary works, readings will include selections from the primary sources such as the Zohar. While focusing on the history and development of the central themes in Jewish mysticism, the course will also be concerned with how to read a Jewish mystical text. All readings will be in English. There is no language prerequisite.	Literature	late antiquity. The impact of Greek culture on the Jews and Judaism as shown in such works as Ezekiel the Tragedian's Exodus and Philo of Alexandria's Creation of the World and Life of Moses. The possibility of Greek influence on rabbinic thought.  Usually offered in even years.  Staff
	prerequisite.  Usually offered in even years.	NEJS 127b. The Jewish Liturgy	A study of the literary structure, theological framework and historical development of the Sabbath and daily liturgy. Emphasis will be

Mr. Fox

A study of the literary structure, theological framework and historical development of the Sabbath and daily liturgy. Emphasis will be placed on the interplay of the literary forms and theological ideas in each prayer, and within the flow of the complete service. Concomitantly, works on the problematics of prayer will be studied. Scholars such as Eliezer Berkovitz, Daniel Goldschmidt, Joseph Heinemann, Abraham Heschel. Issachar Jacobson and Tryggve Kronholm will be read.

Usually offered every fourth year.

Mr. Kimelman

NEJS 128a. Jews, Greeks and Romans Rulers, rabbis and rebels from the Maccabees to Mohammed; Talmudic Judaism and the background of Christianity. We examine the political conflicts and social and religious accommodations between the Jews and their conquerors in late antiquity.

Usually offered in even years.

Staff

NEJS 129b. Alexandria: The City and the Idea A study of the first cosmopolitan society in Western History; its political and social history, its growth as a cultural center and its function as an arbiter of style and taste in the arts and sciences. The meeting of Greek and Jew, with their diverse cultures, had profound consequences for Western culture, and the extent of their interaction will be examined in detail.

Usually offered every fourth year.

Staff

NEJS 130a. Images of Moses Ancient and Modern Moses, the supreme legislator and prophet of ancient Israel, often came to be viewed in later periods as the symbol of everything Jewish. We will examine a classic group of writings, from Philo and the rabbis to Buber and Freud, not only to see how later generations understood Moses' personality, character and legacy, but, more particularly, as a touchstone of changing attitudes to the Jewish heritage and as a key to the history of intergroup dynamics between Jew and non-Jew.

Usually offered every fourth year.

Staff

NEJS 130b. The Philosophical and Religious Thought of Maimonides A comprehensive study of major aspects of the thought of Moses Maimonides, the greatest figure of the Jewish middle ages. Attention will be given to his contributions to Jewish law, as well as to his major philosophical and religious teachings.

Usually offered in even years.

Mr. Fox

NEJS 131a. Jewish Thought: From the Bible to Maimonides Dominant themes in Jewish philosophy and religious thought from biblical times to the medieval period and its classical formulations of Judaism.

Usually offered every third year.

Mr. Ivry

NEJS 131b. Biblical Poetic Texts A close reading of Hebrew poetic texts of different types from different time periods and a consideration of what makes these texts "poetic." Texts will include selections from Song of Songs, Psalms and Isaiah; issues will include meter and parallelism.

Usually offered in odd years.

Staff

NEJS 132b. The Literary Study of Midrash An introduction to the ancient rabbinic Bible commentaries known as aggadic Midrash. The methods and assumptions of this literature will be explored and related to modern literary theory. Features of midrashic parables and legends will also be considered. Representative texts will be treated from different collections and periods. Text study will follow Hebrew texts with English translations provided.

Usually offered every year.

Mr. Fishbane

NEJS 133b. Basic Themes in Medieval Hebrew Literature The course will concentrate on the Spanish school of Hebrew poets. A study of the basic themes, the connections to the early Hebrew sources, to Arabic mysticism and asceticism, and to philosophical and theological movements.

Usually offered in odd years.

Staff

NEJS 135a. Jewish and Islamic Philosophy: The Platonic Dimension The influence of Plato's philosophy, with its strong affinity to mystical thought, was widespread in medieval Jewish and Islamic philosophy. This course will examine this dimension in the writings of Shelomo ibn Gabirol, Judah Halevi, Avicenna and other leading medieval thinkers.

Usually offered every third year.

Mr. Ivry

NEJS 135b. Aristotelian Elements in Islamic and Jewish Philosophy Medieval Aristotelianism is faithful to Aristotle, but in its fashion. That fashion is decisive in Islamic and medieval Jewish philosophy. It will be explored by first ascertaming Aristotle's views in the areas of physics, metaphysics and ethics; and then by tracing expressions of these ideas in English translations of writings of Alfarabi, Avicenna, Abraham ibn Daud and Maimonides.

Usually offered every third year.

Mr. Ivry

NEJS 137a. Three Major Themes in Modern Hebrew Literature Following a brief survey of the literature from the Hebrew Enlightenment to the Hebrew Renaissance, we will make an indepth textual study of selected prose and poetry from the Hebrew Renaissance to today with special emphasis on the following selected themes: Biblical images and motifs, the Holocaust, and national redemption. Principal writers are Bialek, Shlonsky, Gilboa, Greenberg, Goldberg and Hazaz.

Usually offered every third year.

Staff

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NEJS 137b. Contemporary Israeli Literature: Fiction	In the past two centuries, Judaism's spiritual crises have been reflected in secular Hebrew literature. Israeli fiction in turn, reflects many of the problems in contemporary Israeli life: the relation to the Arab, the remaining effects of the Holocaust, the self-definition of the Jew, etc. Works discussed will be those of Moshe Shamir, Aharon Appelfeld, Binyamin Tammuz, Amos Oz, A.B. Yehoshua and others.  Usually offered in even years.	NEJS 142b. Economic History of the Jews	The economic history of the Jews in the Hellenistic world and the Dark Ages; commerce, moneylending and the Jewish problem; the economic activities of the Jews in medieval Europe; raison d'etat, Mediterranean commerce, Italy and the readmission of the Jews to Holland, England and France; the road to emancipation.  Usually offered every fourth year.  Mr. Ravid
	Staff	NEJS 143b.	This course will examine major philosophical
NEJS 139a. Hebrew Literature: Modern Prose	An introduction. Critical analysis of trends and aesthetic values of modern Hebrew prose from the end of the nineteenth century until the second half of the twentieth century. Study of selected works of M.Z. Feierberg, Y.L. Perets, M.Y. Berdichevski, Y.C. Brenner, S.Y. Agnon, A. Oz, A.B. Yeshoshua, A. Appelfeld.	Hellenistic Philosophies	movements of the Greco-Roman world of late antiquity. The ideas of Epicureanism. Stoicism, Skepticism and Neoplatonism will be studied, with particular attention to the writings of Philo, Plotinus and the Church Fathers.  Usually offered every fourth year.  Mr. lvry
	Usually offered in odd years.		Mr. IVry
NEJS 139b. Modern Hebrew Literature: Poetry	An introduction. Critical analysis of trends and aesthetic values of modern Hebrew poetry from the end of the nineteenth century until the second half of the twentieth century. Study of selected works of Bialik, Tchernichovski, Lamdan, U.Z. Grinberg, Alterman, Amichai, Gilboa.  Usually offered in odd years.	NEJS 144a. Jewish Communities in the Muslim Middle East	A historical survey of Jewish-Muslim attitudes, relations and interactions in the Muslim countries of the Middle East. Among the subjects to be discussed: the legal position of the Jews under Islam; Muslim actual policies and attitudes; Jewish-Muslim cultural interaction; Jewish-Social organization in Muslim lands.  Usually offered every fourth year.  Mr. Levy
	Staff	NEJS 144b.	A historical and comparative analysis of
NEJS 140a, The Jews in Europe to 1492	The history of the Jew in the European Diaspora to 1492: the Jews in the Roman Empire; the origins of antisemitism; the Jewish religious heritage; the medieval Jewish community; the medieval church, society, economy and the Jews; the expulsion of the Jews from Western Europe.  Usually offered in even years.	Nationalism in the Middle East	Arab, Turkish and Persian nationalism in the twentieth century. Origins, ideological currents and attitudes toward national, regional and global issues are among the topics to be discussed.  Usually offered in even years.  Mr. Levy
	Mr. Ravid	NEJS 145a. State and Society in the Middle East	The sharp polarities that lie at the heart of Middle Eastern politics are seen in the clashes between authoritarianism vs.
Protestants in Western Europe, from the Reformation to the	A study of the political, legal, social and economic status of Catholics, Protestants and Jews in early and modern Europe, with emphasis on the status of minorities and their struggle for equality in the transition from the medieval respublica Christiana to the modern secular nation-state.  Usually offered in even years.	the Mudie East	democracy, westernization vs. tradition, women's rights vs. male dominance, religiou fanaticism vs. tolerance. This course will examine how governments from Morocco to Iran have pursued economic development in environments of scarcity and conflict. Multidisciplinary readings of a current nature will emphasize the "insider's" point of view.
	·		Usually offered every year.
	Mr. Ravid		Ms. Miller
NEJS 142a. An Introduction to Post-Biblical Jewish History	An introduction to the main trends and developments in the legal, economic, social and religious history of the Jews, with emphasis on major areas of Jewish settlement.		

Usually offered in odd years.

Mr. Ravid

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NEJS 145b. The Making of the Modern Middle East	This course will discuss the processes which led to the emergence of the modern Middle East: disintegration of Islamic society in the nineteenth century; European colonialism; reform and reaction; the rise of nationalism and the emergence of the modern states.  Usually offered every fourth year.	NEJS 150b. The Great Powers and the Middle East, 1798 to Present	The course examines the dynamics of Great Power involvement in the Middle East since Napoleon's landing in Egypt in 1798. Usually offered in odd years. Mr. Wasserstein
NEJS 146b. Judaism, Christianity and Islam	Mr. Levy  A comparison of three kindred religions, from antiquity to current times. The tenets of these faiths, their doctrines and rituals will be examined in the perspective of their	NEJS 151a. Autobiographies, Memoirs and Letters in Jewish History	This course will examine major periods, themes and personalities in Jewish history through the reading of autobiographies, memoirs and letters. The emphasis will be or historical insights with attention also to the literary and psychological dimensions, and students are encouraged to contribute from
	historic and on-going relationship. Contemporary religious issues affecting all three traditions will be discussed. Usually offered every fourth year.		their own perspectives and interests.  Usually offered in even years.  Mr. Ravid
	Mr. lvry	NEJS 151b. History of the Jews	An examination of some key problems in Jewish history in the light of the experience
NEJS 147a. History of the Middle East and the Ottoman Empire, 1450-1914	A historical survey of the Middle East from the establishment of the Ottoman Empire as the area's predominant power to World War I. Topics include Ottoman institutions, their transformation and impact on Middle Eastern society, the Ottoman Empire as a world power; decline and European imperialism; nineteenth-century reform and westernization.	of Venice	of the Jews of Venice in the context of the general social, political and economic history of that city. Topics include: the attitude of the church and state toward the Jews, the institution of the ghetto, Jewish merchants and money lenders, the Marranos and the inquisition, raison d'état and the admission of the Jews to Western Europe and North America. Attention will also be paid to techniques of archival research.
	Usually offered in even years.  Mr. Levy		Usually offered in odd years.
	Mr. Levy		Mr. Ravid
NEJS 147b. The Arab-Israeli Conflict	Consideration of Arab-Jewish relations, attitudes and interactions from 1880 to the present. Traces the evolvement of the struggle for Palestine into a major regional conflict. Emphasis is on social factors and intellectual currents and their impact on politics. Examines the conflict within its international setting.	NEJS 152b. A History of Antisemitism	A historical survey of the phenomena of antisemitism from classical antiquity to the present. The historical background will be presented in lectures, while the readings, devoted exclusively to the topic of antisemitism, will serve as the basis for discussion sessions.
	Usually offered in even years.		Usually offered in odd years.
	Mr. Levy		Mr. Ravid
NEJS 149b. Islamic Bibliography	The purpose of this course is to familiarize the student with the history of oral and written communications in Islam and Middle East. Origins and development of printing is discussed. Special emphasis is placed on bibliographic literature in western languages of Arabic, Turkish and Persian manuscripts	NEJS 153b. Sephardic Jewry	From the mass conversions of Jews to Christianity in 1391 to the establishment of the Spanish Inquisition in 1478, and beyond into the sixteenth and seventeenth centuries, the role and position of Spanish and Portuguese Jewry in their own and in Iberian and world history underwent profound

of Arabic, Turkish and Persian manuscripts and printed works. There are no prerequisites, although a workable knowledge of European languages and languages of the area is desirable.

Usually offered every fourth year.

Staff

and world instory underwent protoun-changes. This course examines the social and intellectual history of professing Sephardie Jewry at home and abroad, of believing New Christians, and of the secret Jews known as Marranos, many of whom later reemerged as Jews in such centers as Venice, Amsterdam and Constantinople.

Usually offered in odd years.

Staff

# NEJS 154b. Introduction to Modern Arabic Political Literature

A survey of representative Arabic political literature in the twentieth century. This course is intended to prepare students to read and understand modern Arabic political writing against the background of contemporary historical events and intellectual currents. Among the authors studied will be Qustantin Zuraiq, Sati al-Husri, Gamal Abdel-Nasser, Michel Aflaq.

Usually offered every fourth year.

Staff

#### NEJS 156b. Man and the Gods: Mythology and Magic of the Ancient Near East

An introduction to the Myth and Magic of the Ancient Near East. Special attention will be paid to how the myths express an understanding of the Gods and the world, and how magic deals with anxieties of human existence.

Usually offered in odd years.

Mr. Abusch

# NEJS 157a. A History of Israel, 1948-Present

An analysis of Israel's domestic and foreign policies from 1948 to the present. Particular attention will be given to social and political trends in Israeli society, issues of war and peace, relations with Arabs and Palestinians and relations with the United States.

Usually offered every fourth year.

Mr. Reinharz

#### NEJS 158b. Biblical Prophecy: Book of Jeremiah

A study of the Hebrew text of the book of Jeremiah with emphasis on the role of prophecy and the literary forms and theological issues with which the prophet deals

Usually offered every fourth year.

Mr. Fishbane

#### NEJS 160a. The Emergence of the American Jewish Pattern, 1654-1967

Survey of American Jewish history from the earliest settlement to the present. The emergence of the institutions, ideologies, life styles and cultural norms which constitute the American Jewish pattern.

Usually offered every year.

Mr. Jick

#### NEJS 161a. American Jewish Life

A survey of contemporary American Jewish life with special emphasis on the diverse forms of Jewish identification found in American Jewry. Topics include Reform, Conservative, and Orthodox Judaism; Jewish family life including intermarriage; and the relationship of Jews to the general society and to other ethnic groups.

Usually offered every year.

Mr. Sklare

#### NEJS 162b. The Rise of Modern Yiddish Culture

This course will examine the process by which Yiddish, the spoken language of East European Jews, became the vehicle for a sophisticated modern culture, encompassing poetry, prose, literary and social criticism, theater, journalism, education and scholarship, Following an overview and analysis of Yiddish culture in Russian and Poland, we will consider the challenges which it faced in three radically new settings—the USSR, Palestine and America. All readings will be in English.

Usually offered in even years.

Staff

# NEJS 164b. The Sociology of the American Jewish Community

The role of the sub-community in American society; Jewish communal services in medieval and modern times; contemporary American Jewish communal forms; religion, community relations, overseas aid, social welfare and relationship with Israel.

Usually offered every year.

Mr. Sklare

# NEJS 166a. Modern Jewish History to 1880

Major themes will include: Enlightenment and Haskalah in eastern and western Europe, Hasidism, Emancipation and the argument for and against Emancipation, assimilation and the problem of the marginal Jew, the Science of Judaism, the development of denominationalism in Judaism.

Usually offered every fourth year.

Mr. Reinharz

# NEJS 166b. Modern Jewish History 1880-1948

Major themes will include: integration and assimilation, migration, nationalism, Zionism, non-Zionism, anti-Zionism, Diaspora nationalism, Western and Eastern Jewry in the period between the World Wars, the Holocaust and the establishment of the State of Israel.

Usually offered every fourth year.

Mr. Reinharz

#### NEJS 168a. East Enropean Jewry: The World of Tradition

For centuries, Eastern Europe was one of the world's most vibrant centers of Jewish life. In this course we will plot the growth and development of East European Jewry from its infancy until the beginning of modern times. Particular attention will be paid to the social and cultural features which distinguish this Jewry from others—the Yiddish language, the shtetl and Hasidism. We will also examine the process by which Western ideas of enlightenment began to make inroads into Eastern Europe and challenged traditional values and institutions.

Usually offered every year.

Staff

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NEJS 168b. History of the Jews in the Soviet Union	Topics will include: Lenin and the "Jewish question," the Jewish sections of the Communist party, the rise and fall of Soviet Yiddish culture, the Holocaust in the Ukraine and White Russia, antisemitic policies and propaganda in the postwar period, the emigration of the 1970s.  Usually offered in even years.  Staff  The function of antisemitism in the	NEJS 177a. Agnon and His Contemporaries: Hebrew Literature in Translation	The course will examine the existence and struggle of the Jews in the Diaspora and Israel from World War I to the present, as reflected in modern Hebrew literature, particularly in the works of Agnon and his contemporaries. Special emphasis will also be given to parallel motifs in modern European literature.  Usually offered every third year.  Staff
The Destruction of European Jewry	comparative history and politics of Nazism; the Holocaust organization and the victims' responses; allied policies and Western reactions; post-war punishment and reparations. Interdisciplinary approaches to historical sociology and legal philosophy will be applied.  Usually offered every year.  Mr. Jick	NEJS 182a. Introduction to Jewish Bibliography	The aim of the course is to acquaint students in the various fields of Judaic studies with the general bibliographic tools and the bibliographies in the major sub-fields. This course will concentrate on general Judaica/Hebraica bibliographies and on subject bibliographies in such fields as Jewish history, Jewish philosophy, Hebrew language and literature, antisemitism, Holocaust studies, etc.  Usually offered every semester.
NEJS 170b. East European	This course will focus on the great challenges and changes which were experienced by East		Mr. Cutter
Jewry: In Modern Times	European Jewry in modern times. These include: antisemitism in its Tsarist, Soviet and Polish forms; the Jewish Enlightenment and the emergence of a secular Jewish culture in Yiddish and Hebrew; the rise of modern political currents—Zionism, Diaspora and Nationalism, and Socialism; and the liquidation of Jewish institutions in the Soviet Union.	NEJS 187b. Biblical Images, Motifs and Ideas in Modern Hebrew Poetry	The Bible has been a constant and influentia presence not only in liturgical poetry but as well in modern secular poetry. The course will examine the changing impact of the Bible in the works of Chaim Nachman Bialik Shaul Tchernikhovsky, Avraham Shlonsky, Uri Zvi Greenberg, Chaim Couri, Yehuda Amichai, Natan Zach and others.
	Usually offered every year.		Usually offered every fourth year.
	Staff		Staff
NEJS 171a. The Shtetl	This course will consider: (a) the life-style, belief-system of the Jewish market-town, or shtetl, in Eastern Europe; (b) the transformation and crisis of the shtetl in the twentieth century; (c) images of the shtetl in the works of great Yiddish authors (Mendele, Sholem Aleichem, Peretz, Asch).	NEJS 201a. Genesis: A Study in Method	An examination of the Hebrew text of Genesis in relation to the methodologies of modern biblical scholarship. Particular attention to source criticism, form criticism and the text in its ancient environment. Usually offered every third year.
	Usually offered in even years.		Mr. Brettler
NEJS 171b.	A study (in English) of the major lines of	NEJS 202a. Seminar in Biblical Religion:	An advanced seminar dealing with selected themes and topics in biblical religion, with comparative reference to other ancient Near
Trends and Values in Yiddish Literature	development in the classical period of Yiddish literature: the works of Sholem Aleichem, Mendele and I.L. Peretz.	Anthropomorphism	Eastern religions.  Usually offered every year.
	Usually offered in odd years.		Mr. Fishbane
	Staff	NEJS 202b.	Usually offered every third year.
NEJS 175a. History of Zionism	The rise and development of the Zionist idea, Zionist parties, Zionist politics and Zionist diplomacy in relation to Jewish history and international affairs from 1880 to 1950. Zionism today.	Introduction to Sumerian: Historical Inscriptions	Mr. Abusch
	Usually offered every fourth year.		

105	Near Eastern and Judaic Studies		
NEJS 203a. Biblical Historiography	An examination of representative types of historical writings in the Bible and their relationship to ancient events and to political and religious ideologies. The problems of writing modern histories of ancient Israel will also be explored.	NEJS 209b. Advanced Sumerian: Literary and Religious Texts	Usually offered every third year.  Mr. Abusch
		NEJS 210a.	Usually offered every year.
	Usually offered every third year.  Mr. Brettler	Seminar on the Institutional Development of the American Jewish	Mr. Jick
NEJS 203b. Bible and Ancient Near East Studies	Ongoing seminar examining the major works in modern biblical and ancient Near East studies, with special focus on methodology and trends of research.  Usually offered every year.	NEJS 210b. Jewish Communal Service: Historical and Philosophical Antecedents	An examination of changing ideological and philosophical positions relating to the development of the American Jewish community and the profession of Jewish communal service.
	Mr. Abusch		Usually offered every year.
NEJS 204a. History of Biblical	Problems in the historical study of Biblical Hebrew. The development of the language		Mr. Jick
Hebrew: Continuity and Change	will be described against its North-West Semitic setting. In this framework lexical and grammatical characteristics of early Biblical Hebrew will be studied and selected extra- biblical sources will be examined (Arma Letters, Ugaritic literature, Canaanite and	NEJS 211a. The Book of Hosea	A close reading of Hosea. Various approaches to the text will be compared, especially as they relate to the grammatical, textual and source-critical problems of this book.
	Hebrew inscriptions, the Dead Sea Scrolls).		Usually offered every third year.
	Usually offered in odd years.		Mr. Brettler
	Mr. Hurvitz	NEJS 211b.	An introduction to traditional Hebrew Bible
NEJS 204b. Biblical Textual Criticism	Usually offered in odd years. Staff	Medevial Jewish Biblical Exegesis	commentaries. The emphasis will be on building competence in reading these texts in their original Hebrew. The exegetical assumptions of various commentators and their use for modern Bible exegesis will also be explored.
NEJS 206a. Advanced	Usually offered every third year.		Usually offered every third year.
Akkadian: Literary Texts	Mr. Abusch		Mr. Brettler
NEJS 206b. Advanced	Usually offered every third year.	NEJS 215b. Topics in American	Usually offered every third year.
Akkadian: Literary Texts	Mr. Abusch	Jewish Communal Organization	Mr. Sklare
NEJS 207a. Advanced	Usually offered every third year.	NEJS 225b. Northwest Semitic	A careful reading of Hebrew, Edomite and Moabite inscriptions from the First Temple
Akkadian: Religious Texts	Mr. Abusch	Inscriptions I	period. Issues of epigraphy, historical grammar, dialectology and historical reconstruction will be examined.
NEJS 207b.	Usually offered every third year.		Usually offered every three years.
Advanced Akkadian: Religious Texts	Mr. Abusch		Mr. Geller
NEJS 208b.	Usually offered every third year.	NEJS 230a. Seminar in	Maimonides and contemporary criticism.
Advanced Akkadian:	Mr. Abusch	Medieval Jewish Philosophy	Usually offered every year.
Historical Texts		озориј	Mr. Fox
NEJS 209a. Advanced Seminar	Usually offered in even years.	NEJS 230b. Seminar in	A continuation of NEJS 230a.
in Biblical and	Mr. Geller	Medieval Jewish Philosophy	Usually offered every year.
Ancient Near			

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NEJS 232b. Seminar in Modern Jewish Philosophy	Usually offered in even years.  Mr. Fox	NEJS 317-340. Reading Courses	Special tutorials for advanced graduate students.
		317a and b. Readings in	
NEJS 234b. Seminar in Late	Usually offered every third year.	Assyriology	Mr. Abusch
Medieval Jewish Philosophy	Mr. Ivry	318a and b. Readings in Medieval Jewish Philosophy	Mr. lvry
NEJS 252b. Hasidism and Its Opponents	The rise of Hasidism and the ensuant religious conflict between Hasidism and Mitnagdim. The focus will be on the interplay between theological, philosophic and halakhic points of contention and social,	319a and b. Readings in Judaeo- Arabic Literature	Mr. Ivry
	political and historical factors. Reading knowledge of Hebrew required.	320a and b. Readings in Islamic Philosophy	Mr. lvry
	Usually offered in odd years.	321a and b.	·
	Staff	Readings in Medieval Jewish Philosophy	Mr. Fox
NEJS 258b. Seminar on Modern	Usually offered in even years.	322a and b.	
Jewish History and Historiography	Mr. Reinharz	Readings in Modern Jewish Philosophy	Mr. Fox
NEJS 259b.	Usually offered every third year.	323a and b. Readings in Jewish	
Topics on Zionism	Mr. Reinharz	Thought	Mr. Fox
	MI. Renniai z	324a and b.	M N II I
NEJS 260a.	Usually offered every fourth year.	Readings in Hebrew	Ms. Nevo-Haconen
Seminar on the Philosophical Foundations of Jewish Ethics:	Mr. Fox	326a and b. Readings in Biblical Literature	Mr. Fishbane
Ancient and Medieval		327a and b. Readings in Biblical Literature	Mr. Brettler
NEJS 260b. Seminar on the Philosophical Foundations of	Usually offered every fourth year. Mr. Fox	328a and b. Readings in Ancient Near Eastern	Mr. Abusch
Jewish Ethics: Modern		Lauguages 330a and b. Readings in the	Mr. Adusen
NEJS 264a. Seminar: Rabbinic	A study of the various methodologies used to study the thought of the rabbis of the	Sociology of the Jewish Community	Mr. Sklare
Theology	Talmud and Midrash. The seminar will focus on the methods used by scholars up to and including Ephraim Urbach and then will	331a and b. Readings in Yiddish Literature	Staff
	turn to those methods which call for alternative ways of ascertaining rabbinic thought.	332a and b. Readings in	
	Usually offered every fourth year.	American Jewish History	Mr. Jick
	Mr. Kimelman	333a and b. Readings in the	
NEJS 287b.	See JCS 287b.	History of the Jews in Europe to 1800	Mr. Ravid
Methods in Jewish Community	Usually offered every year.		
Research	Mr. Tobin		

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334a and b. Readings in Modern Jewish History 335a and b. Readings in East European Jewish History	Mr. Reinharz Staff	NEJS 401d-411d. Dissertation Colloquium	Independent research for the Ph.D. degree. 401d. Mr. Abusch 402d. Mr. Fox 403d. Mr. Ivry 404d. Mr. Reinharz 406d. Mr. Sklare	408d. Mr. Jick 409d. Mr. Fishbane 410d. Mr. Ravid 411d. Mr. Levy
337a and b. Readings in Talmudic and Midrashic Literature	Mr. Kimelman			

Mr. Levy

Mr. Levy

339a and b. Readings in Ottoman History and Civilization

340a and b. Readings in Modern Middle Eastern History

# The Hornstein Program in Jewish Communal Service

# Objectives

The two-year program in Jewish communal service or Jewish education leading to the Master of Arts degree, integrates Jewish studies and professional training, preparing students for positions in a variety of settings in the Jewish community, including federations, community centers, Hillel foundations, schools and other communal organizations.

A special one-year master's program is offered for students with graduate degrees in social work, Jewish studies or a related field. In addition, part-time study is permitted, but students must complete the program in no more than four years.

# Admission

The general requirements for admission to the Graduate School, as specified in an earlier section of this catalog, apply to candidates for admission to the Hornstein Program in Jewish Communal Service. In addition, applicants are expected to submit results of either the Graduate Record Examination or the Miller Analogies Test, a statement which describes the applicant's Jewish training and background and future vocational plans, and a sample of written material. Applicants are expected to arrange for a personal interview.

# Faculty

Professor Bernard Reisman, Director: American Jewish communal studies.

Professor Marvin Fox: Jewish philosophy. Rabbinic thought. Modern Jewish thought. Professor Leon A. Jick: American Jewish history.

Professor Marshall Sklare: Sociology of the Jewish community.

Associate Professor Reuven Kimelman: Talmud and rabbinic literature Associate Professor Gary A. Tobin: Jewish community planning and research.

Assistant Professor Joseph Reimer: Contemporary Judaism. Jewish identity.

Lecturer with rank of Assistant Professor Gerald Showstack: Jewish education Lecturer with rank of Assistant Professor Lois G. Swack: Field work. Jewish communal service.

Lecturer Susan Shevitz: Jewish education.

Visiting Lecturer Joshua Elkin: Jewish education. Visiting Lecturer Daniel Margolis: Jewish education.

Adjunct Lecturer Sylvia Barack Fishman

Adjunct Lecturer Lawrence Sternberg See the Department of Near Eastern and Judaic Studies and the Heller School catalog for other faculty and course offerings.

# Degree Requirements

# Master of Arts

Students in the Hornstein program may concentrate in either: 1. Jewish communal service (with specializations in group work and community organization or management) or 2. Jewish education (formal or informal).

Program of Study.

# Academic Studies.

Students are expected to complete a minimum of 14 courses, including study in the following areas: professional studies, contemporary Jewish studies and classical Jewish studies. Students may take courses at other Boston area graduate schools (Boston University and Boston College).

# Co-Curricular

Seminar on Comtemporary Jewish Issues. During the fall term this seminar meets every Friday with guest speakers having a particular point of view on a range of subjects on the Jewish agenda today.

Tisch Seminars.

Each term both first and second year students participate in an intensive institute focusing on an area of professional skill.

Betty Starr Colloquium.

For first year students. During intersession three days are devoted to visiting the national offices in New York City of major Jewish organizations.

Kohl Practicum in Educational Materials and Learning Environments.

For second year Jewish education concentrators. Four days will be spent in Chicago during intersession at the Kohl Teacher Center. Students will gain experience in designing educational materials and learning environments.

Milender Seminar in Jewish Communal

Leadership.
Each year both first and second year students participate in a three day seminar on Jewish communal leadership with an outstanding leader of the Jewish communal world.

109	The Hornstein Program in Jewish Communal S	Bervice	
	Summer Study in Israel. Joseph and Esther Foster Seminar in Israel on contemporary Jewish life is sponsored in cooperation with the Center for Jewish Education in the Diaspora of Hebrew University and is required of all students at the completion of their first year of study.	Substantive Paper.	Students are required, during the second year, to submit a major substantive paper growing out of some phase of their fieldwork experience. The paper should analyze a practical issue in Jewish communal service in light of both the student's own experience and the relevant literature.
	The four week program, held during May and June, is a combination of classes and field visits designed to provide an in-depth analysis of Israel. Costs for the Israel seminar	Residence Requirement.	The residence requirement for this program is two years of full-time study or the equivalent in part-time study.
	are partially subsidized by scholarships provided by the Joseph and Esther Foster Fund and the Jewish Agency, Students are expected to pay the remainder of the cost.	Language Requirement.	Fluency in Hebrew is required at a level comparable to two years of college training. Students not meeting this requirement upon
Fieldwork/Internship.	Students have two fieldwork experiences in a Boston area-Jewish educational or communal service organization. In the first year, fieldwork is 15 hours a week; in the second year, 20 hours. This schedule requires students to be in residence through the end of May and to plan for a shorter winter intersession than indicated in the University's Academic Calendar.		entrance are required to enroll in courses in Hebrew language — not for credit.
Courses of Instru	ction		
JCS 53b. Introduction to Talmud	See NEJS 53b. Usually offered every year. Mr. Kimelman	JCS 121a. Jewish Education In America	This introductory course examines how the Jewish community is organized to provide voluntary education in an open society. Types of Jewish schooling, organizational structures, functions of Jewish education and its communal dimensions will be explored
JCS 117b. Modern Jewish American Writers	Authors such as I.B. Singer, Abraham Cahan, Henry Roth, Saul Bellow, Bernard Malamud, Philip Roth, Cynthia Ozick, Tillie Olsen and		with special attention given to the emergence of new educational settings, demographic shifts, outreach to different populations and the effects of trends in American society.
	Elie Weisel present a panorama of Jewish life from immigration through contemporary times. We will explore topics such as tensions between Jewish tradition and secular America and transformations in individual		Usually offered in even years. Staff
	and family values as expressed through contemporary fiction. The course will be based on the reading and discussion of novels and shorter selections by the writers mentioned.	JCS 122a. Jewish Educational Curriculum	An introduction to the field of curriculum. A survey of selected existing curricula. Supervised practice in writing curricula for formal and informal settings.
	Usually offered in odd years.		Usually offered in even years.
	Ms. Fishman		Mr. Reimer
JCS 119a.	An examination of two questions: (1) what do	JCS 124a.	See NEJS 1a.
Philosophy of Jewish Education	modern classics in philosophy of education teach us about the pursuit of Jewish	Great Ages and Ideas of the Jewish	Usually offered every year.
	education and (2) what do contemporary Jewish philosophers suggest ought to be the shape and direction of teaching Judaism in today's world?	People	Mr. Kimelman
	Usually offered in odd years.	JCS 132b. The Literary Study	See NEJS 132b.
	Mr. Reimer	of Midrash	Usually offered every year.
TGC 1201			Mr. Fishbane
JCS 120b. Intermediate	See NEJS 120b.	JCS 142a.	See NEJS 142a.
Talmud	Usually offered every year.	An Introduction to Post-Biblical Jewish	Usually offered in odd years.
	Mr. Kimelman	History	Mr. Ravid

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JCS 143b. Educational Leadership: Administration and Supervision	Patterns of educational organization, staff development and supervision and school management will be examined in light of recent qualitative and quantitative research about educational leadership. The implications for Jewish education will be analyzed.  Usually offered every year.  Messrs. Margolis and Elkin  See NEJS 157a.	JCS 203b. Jewish Family Education	A course designed to promote thinking about serving families; how schools and agencies can move beyond serving individuals alone to encompass the family as a cross-generational unit. The course will include an introduction to the psychology of family life, a survey of recent trends in American Jewish family life and a consideration of programs in family education.  Usually offered in odd years.  Mr. Reimer
History of Israel, 1948-Present	Usually offered in even years. Mr. Reinharz	JCS 205a. Introduction to Jewish Communal Service	History of Jewish communal services in America, the organizational settings in which Jewish services are offered, the factors making for effective group and organizationa
JCS 161a. American Jewish Life	See NEJS 161a. Usually offered every year. Mr. Sklare		performance and essence of professionalism.  Usually offered every year.  Mr. Reisman
JCS 164b. The Sociology of the American Jew	See NEJS 164b.  Usually offered every year.  Mr. Sklare	JCS 205b. Theory and Skills of Jewish Communal Service	A systematic approach to professional leadership in Jewish communal organizations; analysis of contemporary societal developments which affect Jewish individuals and families; new programs and policies to meet changing needs.
JCS 166a. Modern Jewish History to 1880	See NEJS 166a. Usually offered every fourth year.		Usually offered in odd years. Mr. Reisman
JCS 166b. Modern Jewish History 1830-1948	Mr. Reinharz  See NEJS 166b.  Usually offered every fourth year.  Mr. Reinharz	JCS 206b. Informal Education and Small Groups	This course has two components: 1) principles of informal, experiential education for Jewish communal work and 2) small group dynamics—leadership, group process individual dynamics and self-awareness of the participants as it relates to group leadership roles in Jewish communal life.  Usually offered in even years.
JCS 168a. East European Jewry to 1815	See NEJS 168a. Usually offered every year. Mr. Fishman	JCS 210a. Seminar on Institutional	Mr. Reisman  See NEJS 210a.  Usually offered every year.
JCS 202b. Jewish Life Cycle	Bringing to bear the insights of developmental psychology on the life cycle of American Jews, the course will be divided into the periods of childhood, adolescence	Development of the American Jewish Community	Mr. Jick
	and adulthood. Course topics will include: celebrating the birth of a child, choosing education for children, Bar Mitzvah and adolescence, marriage, divorce and stages of adulthood and development of faith in adults. Practical applications to be considered.	JCS 210b. Jewish Communal Service: Historical and Philosophical Antecedents	An examination of changing ideological and philosophical positions relating to the development of the American Jewish community and the profession of Jewish service.  Usually offered every year.
	Usually offered in odd years.		Mr. Jick
	Mr. Reimer		

# JCS 211a. Jewish Adaptation to American Life

This course will focus on the adaptation of Jews and the Jewish community to the modern, open setting of American society. After a brief look at the reflection of that process in fiction, the parameters of traditional Jewish communal life, the dynamics of modernization and the characteristics of American society will be outlined as the context within which to understand the central theme of adaptation. This theme will then be examined as it finds expression in several key areas of Jewish life in America.

Usually offered in odd years.

Mr. Showstack

### JCS 213b. Jewish Traditions in Communal Service

An examination of the role which traditional Jewish values and practices can play in shaping the perspectives of Jewish communal professionals. Emphasis will be on increasing familiarity with Jewish concepts and practices and knowing how they may be used to enhance the meaning of one's work.

Usually offered in even years.

Mr. Reimer

# JCS 217b. Ethnicity aud Religion in Israel

This course focuses on two persistent and critical issues basic to an understanding of Israeli society: ethnicity and religion.

Additional topics, such as politics, which have a direct bearing on issues of religion and ethnicity in Israel are also treated, and the implications of these matters for Israel-diaspora relations is examined.

Usually offered every year.

Mr. Showstack

# JCS 220b. Jewish Community Relations

An introduction to the field of Jewish community relations in the United States including: a view of the development of modern Jewish defense organizations; an analysis of American Jewish community relations organizations and their constituencies; an examination of issues addressed and methods used by community relations agencies; and an introduction to professional methods in community organization.

Usually offered in odd years.

Mr. Sternberg

### JCS 229a. Jewish Life: Organization and Agenda

This course will examine how the Jewish community organizes itself. Primary focus will be on the American Jewish community, with some additional attention to international and Israeli organizations. The agenda of the organized Jewish community will be addressed, especially in terms of the impact of recent societal and institutional developments on the meeting of communal needs.

Usually offered in odd years.

Mr. Showstack

### JCS 235a. Seminar: The Culture of Jewish Educational Settings

This seminar will examine unique aspects of Jewish educational settings. It will help participants develop an understanding of the culture of the setting in which their field work takes place and will explore the ramifications of the different organizational cultures on the ongoing work of the Jewish educator. Issues such as roles, expectations, ideology, values and theories will be raised.

Usually offered in even years.

Ms. Shevitz

### JCS 235b. Issues in Jewish Educational Practice

This biweekly seminar will examine issues confronting Jewish educators in their work. Topics to be explored will emerge from students' interests and field work experiences. Theoretical and practical considerations will be brought to bear on each topic. The relationship between theory and practice and how these relate to educational goals and agendas will be considered.

Usually offered in even years.

Ms. Shevitz

# JCS 236c. Practicum: Teaching in a Jewish Setting

This practicum applies to learning theory, pedagogic principles and research about effective teaching and schools to the challenges of working in Jewish educational settings. Through readings, structured observations of teachers, visits to different classes and a micro-teaching laboratory, students gain awareness of the art and science of teaching while developing their own teaching abilities.

Usually offered every year.

Ms. Shevitz

JCS 248d. Methods in Jewish Communal Service Students are placed in selected Jewish communal organizations during the first year for two days a week of field practice. They receive individual supervision from an agency field supervisor. The seminar meets weekly during the first semester and focuses on work with groups, professional development and Jewish community resources and services. During the second semester, the seminar meets biweekly. Students are responsible for individual presentations concerning their field work experiences.

Usually offered every year.

Ms. Swack

JCS 250d. Professional Integrative Seminar The seminar seeks to develop a common theoretical base for Jewish communal professionals who will be working in Jewish educational and communal settings. The theory will be applied to a series of practical professional tasks with the objective of enriching professional skills. The seminar meets weekly in the fall term and biweekly in the spring term.

Usually offered every year.

Mr. Reisman, Ms. Shevitz, Ms. Swack

JCS 287a. Methods in Jewish Community Research This seminar will acquaint both researchers and pre-professionals in Jewish communal service with basic research techniques via "hands-on" experience conducting research for the Cohen Center for Modern Jewish Studies projects, or by developing other projects based on scholarly interest/field placements. The course includes readings on methods and planning applications in Jewish communal agencies.

Usually offered in even years.

Mr. Tobin

JCS-SS 350. Foster Seminar in Israel on Contemporary Jewish Issues Offered every year from mid-May through mid-June in Israel in cooperation with the Center for Jewish Education in the Diaspora at The Hebrew University.

# **Physics**

# Objectives

The graduate program in physics is designed to equip students with a broad understanding of major fields of physics and to train them to carry out independent, original research. This objective is to be attained by formal course work and supervised research projects. As the number of students who are accepted is limited, a close contact between students and faculty is maintained, permitting close supervision and guidance of each student.

Advanced degrees will be granted upon evidence of the student's knowledge, understanding and proficiency in classical and modern physics. The satisfactory completion of advanced courses will constitute partial fulfillment of these requirements. Research upon which theses may be based, with residence at Brandeis, may be carried out in the following areas.

Theoretical Physics:

Quantum theory of fields; elementary particle physics; relativity; super gravity; string theory; quantum statistical mechanics; quantum theory of the solid state, critical phenomena and phase transitions.

Experimental Physics: High energy experimental physics; atomic and molecular physics; solid state physics; surface physics; liquid crystal physics; light scattering; positron physics; radio astronomy; biophysical structure analysis; biophysical magnetic resonance.

# Admission

As a rule, only candidates for the Ph.D. degree will be accepted. The general requirements for admission to the Graduate School apply to candidates for admission to the graduate area in physics. Admission to advanced courses in physics will be granted following a conference with the student at entrance.

# Faculty

Professor Lawrence E. Kirsch, Chair: High energy experimental physics.

Professor Laurence F. Abbott: crystallography. Elementary particle theory. Quantum theory of fields. Neural networks.

Professor Stephan Berko: Experimental solid state physics. Positron interactions in solids. Positronium physics.

Professor Karl F. Canter: Experimental low energy positron physics at surfaces and disordered systems.

Professor Donald L. D. Caspar (Rosenstiel Basic Medical Sciences Research Center): Structural molecular biology, X-ray

Professor Stanley A. Deser: Quantum theory of fields. Elementary particles. Gravitation. Supergravity. Strings.

Professor Jack S. Coldstein: Astrophysics. Science and public policy.

Professor Marcus T. Grisaru: Quantum field theory, Strings. Elementary particles. Supergravity.

Professor Eugene P. Gross: Quantum theory of multiparticle systems. Quantum theory of solids. Kinetic theory. Plasma physics.

Professor Peter Heller: Statistical physics. Spin systems.

Professor Robert B. Meyer: Liquid crystals, Colloids.Polymers.

Professor Hugh N. Pendleton: Mathematical physics.

Professor Alfred C. Redfield (Rosenstiel Basic Medical Sciences Research Center): Magnetic resonance. Biophysics.

Professor Howard J. Schnitzer: Elementary particle theory. Quantum theory of fields. String theory.

Professor Silvan S. Schweber: History and philosophy of science. Quantum theory of measurements.

Professor John F.C. Wardle: Radio astronomy. Cosmology.

Associate Professor James R. Bensinger: Experimental high energy physics.

> Associate Professor Craig A. Blocker: Experimental high energy physics.

Associate Professor Robert V. Lange: Educational software.

Associate Professor David H. Roberts: Theoretical astrophysics. Radio astronomy.

Associate Professor Hermann F. Wellenstein: Experimental atomic physics. Electronic impact spectroscopy.

Assistant Professor Eric S. Jensen: Experimental solid state physics.

Assistant Professor Takashi Odagaki: Theoretical solid state physics.

Assistant Professor Rudolph Oldenbourg: Physics of liquid crystals and biological materials.

Assistant Professor Leigh Sneddon: Theoretical solid state physics.

# Degree Requirements

# Master of Arts

Program of Study.

The requirements for advanced degrees in the Department of Physics are as follows:

- 1. One year in residence as a full-time
- 2. Six semester courses of advanced work in physics. A thesis on an approved topic may be accepted in place of a semester course.
- Examination.

Advanced Examinations.

Course

Requirements.

3. Satisfactory performance in the Qualifying

Doctor of Philosophy 1. Two years in residence as a full-time student.

- 2. Nine semester courses of advanced work in physics.
- 3. Outstanding performance on the Qualifying Examination.
- 4. Passing of an advanced examination in topics related to the student's thesis subject. This examination will normally be taken after preparatory studies in the prospective field of research.
- 5. Doctoral thesis and final oral examination.

Program of Study and Course Requirements.

Normally, first-year graduate students will elect from the 100 series; second-year students from the 200 series. To obtain credit toward residence for a graduate course taken at Brandeis, a student must achieve a final grade of "B-" or better in that course. Students may obtain credit for advanced courses taken at another institution provided their level corresponds to the level of graduate courses at Brandeis and that an honor grade in these courses was obtained.

Residence Requirements. A student may obtain up to one year's residence credit toward the Ph.D. requirements for graduate studies taken at another institution. No transfer residence credit will be allowed toward fulfillment of the master's requirements.

Teaching.

It is expected that all graduate students will do some undergraduate teaching during the course of their studies.

Language Requirement. There is no foreign language requirement for either the master's or the doctoral degrees.

Qualifying Examination.

In the first year, Quantum Mechanics (Physics 102) and Electromagnetic Theory (Physics 101) must be taken by all students unless they are exempted or excused. The final examinations in these courses (both fall and spring semesters) serve as the written part of the qualifying examination. An oral examination given at the end of the first year completes the qualification requirements.

Thesis Research.

Dissertation and Final Oral Examination.

At least two graduate courses in the list below must be taken during the first three semesters:(1) Statistical Physics, (2) Solid State Physics, (3) Biophysics, (4) Elementary Particles, (5) Astrophysics, (6) Experimental Physics (Physics 109), (7) General Relativity. Note, however, that not all of the above courses will necessarily be given each year. One semester of Advanced Quantum Mechanics (Physics 202a) will be a required course for all students.

Advanced examinations will be in topics partitioned in the several areas of research interests of the faculty. Faculty members working in each general area will function as a committee for this purpose and will provide information about their work through informal discussions and seminars. The advanced examination requirement consists of a written paper and an oral examination. While no original research by the student is expected, it is hoped that a proposal for a possible thesis topic will emerge. It is generally expected that the candidate will take the advanced examination in the field he/she wishes to pursue for the Ph.D. thesis, although there may be exceptions.

After passing the advanced examination, the student begins work with an advisor who guides his/her research program. The advisor should be a member of the Brandeis faculty but in special circumstances may be a physicist associated with another research institution. The graduate committee of the physics faculty will appoint a dissertation committee to supervise the student's research. The student's dissertation advisor will be the chair of the dissertation committee. The committee will recommend the student for admission to candidacy for the doctorate on recommendation of his or her advisor.

The doctoral dissertation must represent a piece of research of a standard acceptable to the faculty committee appointed for each Ph.D. candidate. The final oral examination, or defense, is an examination in which the student will be asked questions pertaining to the dissertation research.

# Courses of Instruction

Physics 100a. Advanced Classical Mechanics	Usually offered every fourth year. Staff	Physics 107a. Experimental Particle Physics	The principles upon which experimental atomic, nuclear and particle physics are based. Subjects discussed include: relativistic kinematics, interactions of energetic particles
Physics 101a. Electromagnetic	Electrostatics, magnetostatics, boundary value problems.		in matter, accelerators and beams, particle detectors and computer-based analysis techniques.
Theory I	Usually offered every year.		Usually offered in odd years.
	Mr. Schnitzer		Staff
Physics 101b. Electromagnetic Theory II	Maxwell's equations. Quasi-stationary phenomena. Radiation.	Physics 107b. Particle Physics	The phenomenology of elementary particles, strong, weak and electromagnetic interactions. Topics include properties of
	Usually offered every year.  Mr. Schnitzer		particles, kinematics and quantum mechanics of scattering and decay, phase space, quark model, unitary symmetries and conversion laws.
DI' 109-	Name de la constant d		
Physics 102a. Quantum Mechanics I	Nonrelativistic quantum theory and its application to simple systems; the harmonic oscillator, the hydrogen atom. Perturbation theory.		Usually offered in even years.  Mr. Blocker
	Usually offered every year.	Physics 108b.	Usually offered every fourth year.
	Mr. Gross	Introduction to Astrophysics	Staff
Physics 102b. Quantum Mechanics II	Systems of identical particles. Coupling of angular momenta. Scattering theory. Time-dependent perturbation theory. Semi-	Physics 109a. Advanced Laboratory I	Methods and techniques of experimental research.
	classical analysis of interaction of atomic systems and electromagnetic waves.		Usually offered every year.
	Usually offered every year.		Mr. Redfield
	Mr. Gross	Physics 109b. Advanced Laboratory II	Methods and techniques of experimental research.
Physics 103a.	Review of thermodynamics and probability	Laboratory II	Usually offered every year.
Statistical Physics	theory. Statistical postulates and ensembles. Behavior of non-ideal gases. Correlation functions, fluctuation theorems, Wiener-		Mr. Blocker
	Khintchine theorem, generalized Nyquist relations. Mean-field theories of phase transitions; effect of fluctuations.  Usually offered every year.	Physics 110a. Mathematical Physics	Complex variables; Fourier and Laplace transforms; special functions, partial differential equations; Hilbert space and spectral theory.
	Mr. Odagaki		Usually offered every fourth year.
	0		Mr. Grisaru
Physics 104a. Solid State Physics I	The formal description of periodic systems. The vibrational and electronic properties of solids. Band structure and the Fermi surface.	Physics 113a.	A review of physics from the most
	The transport and optical properties of solids.	First Year Tutorial I	elementary topics to those treated in other first-year graduate courses. The environment for an oral qualifying examination is
	Usually offered every year.		reproduced in the tutorial.
	Mr. Berko		Usually offered every year.
Physics 104b.	Thermal, electric and magnetic properties of		Mr. Sneddon
Solid State Physics II	solids. Lattice vibrations. Specific heat. Structural probes. Fermi surfaces. Selected topics in superconductivity and	Physics 113b. First Year	A continuation of Physics 113a.
	ferromagnetism.	Tutorial II	Usually offered every year.
	Usually offered every year.		Mr. Sneddon
	Mr. Odagaki		

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Physics 137a. Science in the Nineteenth Century	Investigations into the development of the conceptual framework for the description of "complex" systems in the physical sciences. Particular attention will be paid to the evolution of probabilistic descriptions. The	Physics 207a. Plasma Physics	Usually offered every third year. Staff
	historical setting will be outlined and the interaction and flow of ideas between the various disciplines traced.	Physics 208a. Cosmology	Usually offered every fourth year. Staff
	Usually offered every fourth year.		
	Mr. Schweber	Physics 210a. Particle Seminar I	Analysis of important recent developments in particle physics.
			Usually offered every year.
Physics 137b. Twentieth-Century Physics	The course will explore developments in physics during the twentieth century from a historical perspective paying particular attention to the wider context in which these		Messrs. Schnitzer, Abbott and Grisaru
	advances took place.	Physics 210b. Particle Seminar II	A continuation of Physics 210a.
	Usually offered every fourth year.	rarticle Sellillar II	Usually offered every year.
	Mr. Schweber		Messrs. Schnitzer, Abbott and Grisaru
Physics 152b. Biological Assembly	symmetry and control mechanisms. Analysis of the structure and assembly of viruses, membranes and cellular organelles.	Physics 211a. Computational Physics	Numerical differentiation and integration. Curve fittings. Numerical solution of elliptic, parabolic and hyperbolic differential equations. Molecular dynamics. Monte Carlo simulation. Monte Carlo renormalization group technique.
	Usually offered every third year.		Usually offered in odd years.
	Mr. Caspar		Mr. Odagaki
Physics 200a. General Relativity I	Introduction to current research and problems in gravitational physics. Physical and mathematical background will be provided as needed, but emphasis will be on recent literature. Active participation by students in discussing the latter will be expected.	Physics 212a. Condensed Matter Seminar I	Analysis of important recent developments in condensed matter physics.  Usually offered every year.  Mr. Odagaki
	Usually offered every third year.		
	Mr. Deser	Physics 212b. Condensed Matter Seminar II	A continuation of Physics 212a.  Usually offered in even years.
Physics 200b.	Usually offered every fourth year.		Mr. Odagaki
General Relativity	Mr. Deser		m. Oddgan
	Mr. Descr	Physics 213a.	Usually offered every year.
Physics 202a. Quantum Mechanics III	Nonrelativistic field theory and relativistic quantum mechanics. Graphical version of time-dependent perturbation theory.	Tutorial in Physics I	Staff
	Application of group theory to quantum mechanics.	Physics 213b. Tutorial in	Usually offered every year. Staff
	Usually offered every year.	Physics II	Stair
	Mr. Grisaru	Physics 240b. Biophysical	See Biophysics 200b.
Physics 202b.	Usually offered every third year.	Research	Usually offered every year.
Quantum Fields	Staff		Mr. Caspar
Dl 20/	TI II - 66 - 1 ' - 11	Physics 301a.	Advanced topics and current research in
Physics 204a. Condensed Matter	Usually offered in odd years.	Astrophysics Seminar I	astrophysics will be discussed.
Theory I	Mr. Gross		Usually offered every year.
Physics 204b. Condensed	Usually offered in odd years.		Mr. Roberts
Matter II	Staff		

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Physics

	Physics		
Physics 301b. Astrophysics Seminar II	A continuation of Physics 301a.  Usually offered every year.	Physics 311a. Mathematical Physics II	The mathematics and physics of the quantum string theory of elementary particles.
	Mr. Roberts		Usually offered every fourth year.
Physics 302a.	Seminar covers latest advances in elementary		Mr. Pendleton
Elementary Particles Seminar	particle physics. Will include student presentations and invited speakers.	Research Courses	
	Usually offered every year.	DI : (07.1	
	Mr. Blocker	Physics 405d. Experimental Elementary Particle	Me Dleelen
Physics 302b. Particles Seminar	A continuation of Physics 302a.	Physics	Mr. Blocker
r articles Seminai	Usually offered every year.	Physics 406d.	
	Mr. Bensinger	Experimental Elementary Particle Physics	Mr. Bensinger
Physics 303a. Positron Physics Seminar I	Seminar covers latest developments in atomic, solid state and surface physics as studied using positron techniques. Will include student presentations and invited speakers.	Physics 407d. Experimental Elementary Particle Physics	Mr. Kirsch
	Usually offered every year.	Physics 408d.	
	Mr. Berko	Theoretical Elementary Particle	Mr. Abbott
Physics 303b.	A continuation of Physics 303a.	Physics	Mr. Abbott
Positron Physics Seminar II	Usually offered every year.	Physics 409d.	
	Mr. Canter	Theoretical Elementary Particle Physics	Mr. Deser
Physics 304a.	Usually offered every third year.	D) : (40)	
Solid State Seminar I	Staff	Physics 410d. Theoretical Elementary Particle Physics	Mr. Grisaru
Physics 305a. Liquid Crystal Physics Seminar	This seminar studies recent advances in the physics of liquid crystals and related systems such as microemulsions, colloidal suspensions and polymer solutions.	Physics 411d. Theoretical	
	Usually offered every year.	Elementary Particle Physics	Mr. Pendleton
	Mr. Meyer	Physics 412d.	
Physics 305b.	A continuation of Physics 305a.	Theoretical Elementary Particle	Mr. Cohmitton
Liquid Crystal Physics Seminar II	Usually offered every year.	Physics	Mr. Schnitzer
	Staff	Physics 413d. Theoretical	
Physics 306a. Theoretical Solid State Seminar	Advanced topics and latest developments in theoretical condensed matter physics will be discussed.	Elementary Particle Physics	Mr. Schweber
	Usually offered every year.	Physics 414d. Experimental Solid	Mr. Porko
	M C 11	State Physics	Mr. Berko
	Mr. Sneddon		
Physics 306b. Random Systems	Usually offered every year.		

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Physics 415d. Experimental Solid State Physics	Mr. Canter	Physics 427d. Astrophysics	Mr. Roberts
Physics 416d. Statistical Physics	Mr. Heller	Physics 428d. Astrophysics	Mr. Wardle
Physics 417d. Theoretical Solid State Physics	Mr. Sneddon	Physics 429d. Structural Biology	Mr. Casper
Physics 418d. Theoretical Solid		Physics 430d. Experimental Solid State Physics	Mr. Jensen
State Physics Physics 419d.	Mr. Gross	Physics 431d. Experimental Condensed Matter	
Theoretical Solid State Physics	Mr. Lange	Physics	Mr. Oldenbourg
Physics 420d. Theoretical Solid State Physics	Mr. Odagaki	Physics 432d. Experimental Atomic and Molecular Physics	Mr. Wellenstein
Physics 421d. Relativity	Mr. Deser	Physics 436d. Biophysics	Mr. Redfield
Physics 422d. Mathematical Physics	Mr. Grisaru	Physics 437d. Experimental Condensed Matter Physics	Mr. Meyer
Physics 423d. Mathematical Physics	Mr. Schweber		
Physics 424d. Mathematical Physics	Mr. Pendleton		
Physics 425d. Statistical Physics	Mr. Gross		

Physics 426d. Astrophysics

Mr. Goldstein

# **Politics**

# Objectives

The graduate program in politics, leading to the degree of Doctor of Philosophy, emphasizes comprehensive professional training by stressing both the fundamentals of the discipline grounded in the study of political thought and institutions and the requirements of method and analytical skills.

# Admission

The general requirements for admission to the Graduate School, given in an earlier section of this catalog, apply to candidates for admission to this area of study. Normally, the student's undergraduate training must be in a field of social sciences to be considered for admission to this program. Applicants are expected to take the Graduate Record Examination.

# Faculty

Professor Seyom Brown, Chair: International relations. American foreign policy.

Professor Robert J. Art: International relations. American foreign policy.

Professor Donald Hindley: Comparative politics. Southeast Asia; Latin American politics.

Professor Mark Hulliung: Political theory.

Professor Martin A. Levin. Director, Gordon Public Policy Center: American politics. Urban politics.

Professor Roy C. Macridis: Comparative politics. Western Europe.

Professor Ruth S. Morgenthau: Comparative politics. Africa.

Professor Peter Woll: American politics. Administrative law. Associate Professor Jeffrey B. Abramson: Political theory. Constitutional law.

Associate Professor Steven Burg: Comparative politics. U.S.S.R. Eastern Europe.

Associate Professor R. Shep Melnick: American politics. Public law and regulation.

Associate Professor Susan M. Okin: Political theory.

Associate Professor Ralph Thaxton: Comparative politics. Peasants and revolution.

Assistant Professor James Hollifield: Comparative politics. Political economy.

Assistant Professor Sidney Milkis: American government.

# Degree Requirements

Master of Arts

Normally, no one will be accepted into the program who is not a doctoral candidate. However, the M.A. degree may be awarded upon satisfactory completion of one year of residence with a minimum of six courses, the submission of an approved specimen of graduate-level scholarly writing and either the demonstration of proficiency in a foreign language or satisfactory completion of two semester courses of statistics or satisfactory completion of the scope and methods seminar as described under the Ph.D. research tools requirements below. (Courses taken in language, statistics or scope and methods will not be counted toward the six courses required for the M.A. degree.)

Doctor of Philosophy Students should note certain special features of the program, in particular, (a) instruction in small seminars under close faculty supervision, (b) supervised independent study facilities within the department, (c) supervised teaching assistantships, (d) opportunities for study in the consortium of universities in the Boston area, and (e) the opportunity to incorporate work in related and relevant fields, e.g., economics, anthropology, philosophy. Each student is assigned to a departmental advisor who will help plan a professional and pertinent program of study. A continuity of faculty direction is insured throughout the program with allowance for shifts in curricular

Program of Study.

The student must complete two years in residence and a minimum of 12 semester courses. Students with an M.A. in political science from other institutions may petition at the end of one year to have their previous graduate courses accepted for Brandeis credit; this may relieve them of as much as a year of residence requirement. (However, they must satisfy all Brandeis requirements: distribution of curriculum, language, etc.) For distribution, each graduate student will be required to take three of the following fields: American Government, Comparative Government, International Relations, Political Theory or two of the above plus a category of study at the graduate level in another department of the University, as shall be judged valid for the student's program by this department.

Within each sub-field chosen, students are expected to have a broad knowledge of the major theoretical and analytical approaches, a more intensive familiarity with one or more functional areas of the sub-field and special expertise in particular geographic areas, policy issues and/or historical periods. The requirements for a student majoring in each sub-field are somewhat more extensive than those for a student choosing it as a second or third field. The specific requirements for each sub-field may be obtained from the politics department.

The standard work load for full-time students is at least three courses in each semester of their first two years of study. Fourth courses and audits are encouraged, but the load is deliberately set so that the student may supplement his or her regular course work with independently motivated reading and scholarship. Reading courses will not be offered to first semester students and will be discouraged generally during the first year. By the end of the first year, students should have identified their major and at least one of their minor fields of interest, and should make this known to their advisor and the Graduate Studies Chairman.

Research Tools Requirement.

Prior to admission to Ph.D. candidacy, each student is required to: (1) pass with a graduate grade (B- or above) the politics department's Seminar in Scope and Methods. Credit for this one semester course may be counted toward fulfillment of the Ph.D. course requirements. A similar course taken elsewhere may be used to fulfill this requirement, subject to the approval of the Graduate Committee. (2) Either a. pass a language examination (normally administered within the department) designed to test for a reading knowledge of a foreign language sufficient to conduct doctoral dissertation research, or b. pass with a B- or better course work in statistics approved by the graduate studies chairman. Neither courses taken in conjunction with the language examination nor statistics courses may be counted for course credit toward the Ph.D.

Evaluation of First Year. At the end of each student's first year in the graduate program, there will be a consultation between the student and three members of the department to evaluate the student's academic progress, and to help plan the student's subsequent work.

Research Paper.

Each second-year graduate student is required to submit a high-quality research paper, which must be approved in its final version by two members of the department (appointed by the graduate advisor in consultation with the student) before the student will be allowed to take the comprehensive Ph.D. qualifying examinations.

Candidacy for the Ph.D.

A student may be admitted to candidacy for the Ph.D. degree upon completing the course and research paper requirements, passing the qualifying examination, fulfilling the methodology requirement and obtaining departmental approval of the subject and preliminary precis of the dissertation.

Normally at the end of the fourth semester or early in the fifth, a formal oral and written examination for candidacy for the Ph.D. will be given covering the student's three fields but with emphasis on the sub-field(s) in which the student has done the most work. Each of the examinations is individual: it responds to the approved program of the student. The written examinations may be taken, upon arrangement, within any fourmonth period. The orals are taken no later than two weeks after the last written examination. Students are examined orally in their three fields simultaneously.

However, each student must complete the Ph.D. qualifying examinations by the end of his/her fifth semester in the program, and must submit a dissertation prospectus by the end of the sixth semester. Any extension must be specifically granted by the Graduate Committee.

Dissertation and Defense. The dissertation will be completed under the supervision of an appropriate member of the departmental faculty. The dissertation proposal must be sponsored by a departmental committee of at least two members appointed by the department chairman in consultation with the Graduate Committee. It is assumed that the writing of the dissertation will take at least one year and, barring exceptional circumstances, not more than two and one-half years. The student must successfully defend the dissertation at a final oral examination conducted by his /her two departmental supervisors and another faculty member from outside the department or from another university.

Teaching Assistantships. As determined by funds and undergraduate enrollments, the department compensates students for teaching assistant work in an amount customarily based on the type and amount of work performed. First-year students do not normally receive teaching assistantships. It is the policy of the department that teaching experience is a normal and necessary part of the graduate training program and that ideally all students should have this opportunity.

# Courses of Instruction

Samine	re for	Craduata	Students

Politics 201b.
Seminar: Politica
Research and
Analysis

The objective of the course is to provide students with an introduction to research methods and techniques of analysis appropriate for processing and analyzing political data. The emphasis will be on teaching students to understand and critique various methodologies used in political science, including historical/structural analysis, survey research, statistical analysis and formal theory.

The first section of the course will be devoted to some preliminary reflections on the study of politics, particularly the scientific method, ethical and philosophical issues (e.g., a critique of behavioralist and positivist approaches), and the criteria for good theory. The course will also introduce students to the basic concepts and uses of statistics, particularly correlation, regression and problems of causal inference.

Usually offered in even years.

Staff

### Politics 203a. Seminar: Comparative Politics

An examination of the approaches, concepts and theories of the field of comparative politics.

Usually offered in even years.

Staff

### Politics 203b. Seminar: Selected Topics in Comparative Politics

This course is intended to provide graduate students an opportunity to engage in research and discussion of selected issues in comparative politics. Each term it will deal with a different topic in greater depth than is possible in the context of the department's field seminar in this area. The focus of the course will vary each time it is offered, which is expected to be in alternate years.

Usually offered in even years.

Staff

# Politics 204a. Seminar: International Relations Theory

An examination of the approaches, concepts and theories in the field of international politics.

Usually offered in odd years.

Staff

# Politics 204b. Seminar: Selected Topics in International Relations

This course is intended to provide graduate students an opportunity to engage in research and discussion of selected issues in international relations. Each term it will deal with a different topic in greater depth than is possible in the context of the department's field seminar in this area. The focus of the course will vary each time it is offered, which is expected to be in alternate years.

Usually offered in even years.

Staff

### Politics 205a. Seminar: American Politics

An examination of the approaches, concepts and theories in the field of American politics.

Usually offered in even years.

Staff

# Politics 205b. Seminar: Advanced Topics in American Politics

This course is intended to provide graduate students an opportunity to engage in research and discussion of selected issues in American politics. Each term it will deal with a different topic in greater depth than is possible in the context of the department's field seminar in this area. The focus of the course will vary each time it is offered, which is expected to be in alternate years.

Usually offered in odd years.

Staff

### Politics 206a. Seminar: Political Theory

An examination of the approaches and concepts in the field of political theory.

Usually offered in odd years.

Staff

# Politics 206b. Seminar: Advanced Topics in Political Theory

This course is intended to provide graduate students an opportunity to engage in research and discussion of selected issues in political theory. Each term it will deal with a different topic in greater depth than is possible in the context of the department's field seminar in this area. The focus of the course will vary each time it is offered, which is expected to be in alternate years.

Usually offered in even years.

Staff

Mr. Milkis

Politic	s 254b.
Semin	
Comp	arative Public
Policy	

The purpose of the seminar is to introduce the student to the basic theories and concepts used in order to compare public policies cross-nationally. An assumption of the seminar is that the analysis is concerned with national systems and less concerned with international systems. Our main concern will be to use policy analyses within systems.

Usually offered every third year.

Staff

# Politics 257a. Seminar: Politics and Society in Western Europe

The course treats Western Europe as a case study in political development and as a testing ground for theories of political support and legitimacy. It is designed to deal with three major topics relating to the political development of Western Europe: 1) the transition from feudalism and the creation of the modern capitalist state; 2) the processes of legitimation of the institutional order during and after the industrial revolution; and 3) the accommodation of industrial workers and the rise and fall of class politics.

Usually offered in even years.

Mr. Hollifield

# Politics 258a. Seminar: Political Participation

An examination of the major models, or conceptualizations of participation and their ideological or political underpinnings, and an exploration of the variety of actual forms of participation and "regime-type," and attempts to differentiate "participation" from other forms of political behavior, such as "mobilization" or "involvement," and thereby distinguish between "citizens" and "subjects."

Usually offered in even years.

Mr. Burg

# Politics 266b. Seminar: Issues in International Political Economy

Selected theories of international relations will be used to analyze current problems in international political economy. Issues such as global debt, Third World development, North-North and North-South economic relations and resource politics will be examined in depth.

Usually offered evey year.

Mr. Martin

# Politics 269a. Seminar: The Diplomacy of Henry Kissinger

An examination of Henry Kissinger's philosophy and practice of statecraft. Analysis of his historical and policyprescriptive writings prior to his assumption of office in 1969. Evaluation of his performance in office through a detailed examination of the foreign policies and crises behavior of the Nixon and Ford administrations.

Usually offered every third year.

Mr. Brown

# Politics 274b. Problems of National Security

An analysis of current issues in national security policy through examination of basic theories on the role and utility of force in international relations. Topics covered include nuclear deterrence, force planning and budgeting arms control, force projection in the Persian gulf, proliferation and the NATO alliance.

Usually offered every year.

Mr. Art

# Politics 279a. Seminar: The Politics of Food Security

Why is there hunger in a world full of grain? The issue is examined from the international, national, regional and local levels. Why is economic growth not enough to end famine? What policies and programs promote adequate production and equitable distribution of food supplies? Readings will focus on international as well as national efforts to secure access to food at acceptable prices. How food policy is formulated and affects the rise and fall of governments is examined in case studies.

Usually offered every year.

Ms. Morgenthau

# Politics 286a. Seminar: Political Ideologies

An examination of selected political theories and theorists, and the translation of theories into political movements. Emphasis will be placed on the latter with reference to liberal, Marxist and conservative parties in the nineteenth and twentieth centuries. Students will be asked to make presentations dealing with aspects of such movements.

Usually offered every year.

Mr. Macridis

# Politics 302-317a and b. Readings in Politics

Offered every year.

302a and b. Mr. Brown 311a and b. Mr. Levin

303a and b. Mr. Hindley 312a and b. Ms. Okin

305a and b. Mr. Macridis 313a and b. Mr. Abramson

306a and b. Ms. Morgenthau 314a and b. Mr. Thaxton

307a and b. Mr. Melnick 315a and b. Mr. Burg

308a and b. Mr. Woll 316a and b. Mr. Hollifield

309a and b. Mr. Art 317a and b. Mr. Milkis

310a and b. Mr. Hulliung

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Dissertation

Research

Politics 400-416d.

# Independent research for the Ph.D. degree. 400d. Mr. Abramson 410d. Mr. Hulliung 402d. Mr. Brown 411d. Mr. Levin

400d. Mr. Abramson 402d. Mr. Brown 403d. Mr. Hindley 405d. Mr. Macridis 406d. Ms. Morgenthau 408d. Mr. Woll 409d. Mr. Art 41d. Mr. Hulliung 412d. Mr. Burg 413d. Ms. Okin 414d. Mr. Thaxton 415d. Mr. Hollifield 406d. Mr. Art 416d. Mr. Milkis

Other advanced undergraduate courses may, subject to the approval of the graduate studies chairman, be taken for graduate credit.

Politics

# Psychology

# Objectives

The graduate program in psychology leads to the degree of Doctor of Philosophy. The goal of the program is to develop competent research psychologists and teachers who will become contributors to knowledge in psychology. Toward this end, an emphasis is placed on research activity, starting in the first semester of graduate study. The program of study reflects a belief that the student should develop an area of research specialization and also should be exposed to a range of topics in general psychology Dissertation supervision is available in the following areas: sensation, perception, memory, learning, thinking, comparative, developmental, personality, psychopathology, social psychology, linguistics and cognitive science.

The psychology department also offers a program leading to the degree of Doctor of Philosophy in Psychology with specialization in linguistics and cognitive science. This program focuses on mental representation, in particular the representation and processing of language. The program is designed to equip students with a broad understanding of contemporary linguistic theory and its relationships to other areas of psychology. The goal of the program is to train students to carry out independent, original theoretical or experimental research and to be able to bring their research to bear on wider issues.

# Admission

The general requirements for admission to the graduate school, as specified in an earlier section of this catalog, apply to candidates for admission to this area of study.

An undergraduate major in psychology is not required. Students with inadequate preparation may make up their deficiencies during their first year, but without residence credit. Students are admitted on a competitive basis, which includes evaluation of previous academic records, recommendations and results of the Graduate Record Examination (Aptitudes and Psychology Achievement Tests).

Applications to linguistics and cognitive science should specifically mention interest in this program.

# Faculty

Professor Leslie A. Zebrowitz, Chair: Social psychology. Person perception.

Professor Ray S. Jackendoff, Director, Program in Linguistics and Cognitive Science: Linguistics. Semantic theory. Music. Consciousness.

Adjunct Professor Ashton Graybiel

Adjunct Professor Marcel Kinsbourne

Professor Raymond Knight: Clinical psychology. Experimental psychopathology. Professor James R. Lackner, Director, Spatial Orientation Laboratory: Human experimental psychology. Psycholinguistics.

Professor Joan Maling: Linguistics, Syntactic theory, Historical syntax, Metrics,

Professor Ricardo B. Morant, Director, Program in Experimental/ Physiological Psychology: Experimental psychology. Perceptual mechanism. Sensation and perception. Professor Zick Rubin: Social psychology. Interpersonal relationships.

Professor Arthur Wingfield: Human memory. Cognitive processes.

Professor Edgar Zurif: Neurolinguistics. Psycholinguistics.

Visiting Professor Michael Ross: Social psychology. Social cognition. Associate Professor Teresa M. Amabile, Director, Program in Social/ Developmental Psychology: Social psychology: Creativity.

Associate Professor Jane B. Grimshaw: Linguistics. Language acquisition. Syntactic and lexical theory.

Associate Professor Maurice Hershenson: Visual space perception. Visual information processing.

Associate Professor Marjorie Lachman: Life-span development, Adult personality. Associate Professor Alan S. Prince: Phonological theory. Metrics.

Associate Professor James Todd: Layout and motion perception.

Associate Professor Malcolm W. Watson: Developmental psychology.

Associate Professor Jerome Wodinsky: Comparative psychology. Learning theory. Sensory physiology. Assistant Professor Michael Berbaum: Group problem solving and decision making.

Assistant Professor D. Lynn Halpern: Sensory physiology. Visual and auditory psychophysics.

Assistant Professor Moira Yip: Autosegmental and metrical phonology. Tone systems.

Lecturer with rank of Assistant Professor Joseph Cunningham: Developmental psychopathology.

# Degree Requirements

# Doctor of Philosophy

Program of Study.

Although there is a two-year minimum residency requirement, four years of full-time graduate study are usually required for the Ph.D. The student is expected to carry the equivalent of 12 credit units per semester during residency.

Research.

Each student will devote one-quarter of his or her time to research the first semester of the entering year. For all subsequent semesters, students shall devote a minimum of one-half time to research.

Research Reports.

Students will submit reports on their research for the preceding year, in journal form, in time to permit evaluation of the first project by the end of the third semester, and of the second project by the end of the fifth semester. Satisfactory completion of the research projects is required for continuation in the program. Students who have satisfactorily completed the research requirements will be permitted to continue their work toward the doctorate with no formal requirement of a master's degree.

Course Requirements. Entering students will take two advanced courses and Psychology 315, in the first term of residence, one advanced course and Psychology 210b in the second term, After that they shall take two advanced courses per term in the second year, and one each term thereafter until admitted to candidacy for the doctorate. Each term, a student must take at least one graduate level course or seminar (100-level or above) that is not an Independent Readings or Research course. Only selected 100-level courses, determined by the psychology department, will count as advanced, graduate level courses. Graduate level course selection will not be restricted to the psychology department but will be arranged by the student in consultation with the faculty advisor.

Qualifying Examinations.

Before being admitted to candidacy for the doctorate, each student must also pass a qualifying examination. During the student's third year, he or she will be examined in the historical, theoretical and empirical literature related to the student's area of specialization, broadly conceived. The chairman of the department, in consultation with the student and advisor, will appoint a three-member committee to administer the qualifying examination. The examination may be in either oral or written form. A student may petition the department to take the examination a second time if necessary.

Breadth Requirement. All graduate students must demonstrate breadth in the field of psychology before being admitted to candidacy for the Ph.D. This breadth requirement is fulfilled by demonstrating competence in at least six of the nine areas listed below. The requirements may be satisfied in any of three ways:

a. by having completed an undergraduate or graduate course in that area,

b. by completing an undergraduate or graduate course offered in that area at Brandeis,

c. by successfully passing the equivalent of any undergraduate final examination for that course.

Of the six courses, a minimum of two should be taken from areas in Group A and a minimum of two from Group B.

# Group A

1. Physiological/Sensory Processes

2. Perception

3. Learning/Comparative 4. Cognition/Memory

5. Cognitive Science/Linguistics

# Group B

1. Developmental

2. Social

3. Personality 4. Abnormal

Teaching Assistant Requirements. Each student must work as a teaching assistant for a minimum of four courses, including the course Introduction to Psychology and at least one of the following courses: Statistics, Experimental, Developmental, Cognitive Processes, Sensory Processes, Perception, Social, Personality or Abnormal.

Language Requirement. There is no foreign language requirement.

Admission to Candidacy. A student may be admitted to candidacy for the doctorate upon fulfilling the above requirements.

Dissertation and Defense.

Following the completion of all examinations, the student will prepare a prospectus of the proposed dissertation study in consultation with a faculty dissertation sponsor. The prospectus may be based on preliminary research conducted prior to the student's admission to candidacy for the doctorate. Upon approval by the faculty of the department, a dissertation committee of three or more members will be appointed by the department chair, including the dissertation sponsor as chair of the committee. The dissertation sponsor will be responsible for advising the student throughout the performance of his or her work, in consultation with the remaining members of the committee at appropriate times in the course of the work. From time to time, the committee will report the student's progress to the department faculty.

The dissertation should provide evidence of originality, scholarship and research ability. It should be a contribution to knowledge, ordinarily an experimental investigation, but not necessarily so. Upon submission to the chair of the department of a copy of the dissertation, signed by all members of the dissertation committee and one member from outside of the university, and a successful defense of the department, the award of the Ph.D. will be recommended to the Faculty Council of the Graduate School.

b. All students will take the following courses every year until they are admitted to candidacy:

Seminar in Cognitive Science Two of: Topics in Syntax, Topics in Semantics, Topics in Phonology

c. Beginning in the second semester every student will take a minimum of one research course per semester. As part of the research requirement students attend the research seminar every year.

All programs must be approved by the graduate advisor.

Group A:

linguistics.

Group B:

# Master of Arts

Students in the Ph.D. program may petition for a Master of Arts degree upon completion of the following requirements: 1) One year minimum residency. 2) Acceptable master's thesis. (An acceptable first-year research report will count as a master's thesis.) 3) Completed breadth requirements.

Breadth Requirements. In addition to the areas covered by the course requirements, students must demonstrate competence in four areas, two from Group A and two from Group B.

Psycholinguistics; neurolinguistics; language acquisition; historical/comparative

Cognitive psychology; statistics (graduate

science/artificial intelligence.

level); logic/philosophy of mind; computer

Ph.D. in Psychology with Specialization in Linguistics and Cognitive Science.

This program focuses on the development of formal theories of mental representation. It emphasizes the unity behind approaches to mind within cognitive psychology and linguistics, with attention to the important contributions of computer science and philosophy. Application should specifically mention an interest in this program.

The degree requirements are as given above, except in the following respects:

Research Reports.

Courses offered for satisfaction of the breadth requirement must be approved by the Linguistics and Cognitive Science faculty.

Course Requirements. a. All students will take the following courses in their first year: Syntax Phonology Research Seminar (for credit) Seminar in Cognitive Science One of: Topics in Syntax, Topics in Semantics, Topics in Phonology Students will submit reports on their research in time to permit evaluation of the first project by the end of the third semester, and of the second project by the end of the fifth semester. Satisfactory completion of the research projects is required for continuation in the program.

# Courses of Instruction

# Psychology 120b. Man in Space

This course concerns the physiological and psychological consequences of prolonged exposure to weightlessness. The topics covered will include a) how orbital flight is achieved, b) spacecraft life support systems, c) circulatory dynamics, d) sensory-motor control and vestibular function in free fall. Emphasis is placed on the physiological and psychological adaptations necessary in space flight and how astronauts must readapt on return to earth.

Usually offered every year.

Mr. Lackner

Psychology 132b. The Self in Social Psychology Our perceptions of our own identities, values, self-worth and image to others influence our feelings and actions. In this seminar, we examine current theories of the self in social psychology, such as self-perception theory, self-awareness theory and schema theory and consider their implications for many aspects of social life.

Usually offered in even years.

Mr. Ross

Psychology 130b. Life-Span Development: Adulthood and Old Age Seminar on advanced topics in life-span developmental theory and methodology. Substantive emphasis will be on intellectual and personality changes that occur in the second half of life.

Usually offered in even years,

Ms. Lachman

Psychology 135b. Seminar in Social Cognition This course deals with research in impression formation and emotion perception. Information about people's psychological attributes that is provided in their face, voice and bodily movements will be considered. Issues of stereotyping, accuracy and errors in person perception will be treated as well as developmental differences, individual differences and cultural differences.

Usually offered in even years.

Ms. Zebrowitz

	D 11		
128	Psychology		
Psychology 136a. Advanced Topics in Developmental Psychology	The objective of this course is to provide students with detailed information about theories and special topics of research in developmental psychology. A different topic will be selected each year.  Usually offered every year.  Mr. Watson	Psychology 150b. Organizational Psychology	This course covers the fundamentals of industrial/organizational psychology, including the topics of leadership, work motivation, organizational innovation, corporate culture, personnel selection, job evaluation and group dynamics.  Usually offered in even years.  Ms. Amabile
Psychology 137b.	Study of interaction among humans, chiefly		
Social Interaction	from an experimental perspective. Such processes as social facilitation, imitation, conformity, cooperation and competition, bargaining, coalition formation, group problem solving and group decision making are examined. Models of interaction involving conflict are applied to the analysis of behavior in selected natural contexts.  Usually offered in odd years.  Mr. Berbaum	Psychology 153a. Consciousness	This course will explore the nature of conscious awareness and its relation to the mind and the body. After going through the philosophical history of the mind-body problem, we will discuss the role of consciousness in psychological theory from William James, through the behaviorist movement, to contemporary cognitive science. The course will dissect the differences between being conscious and being intelligent, being self-conscious and being able to use a language. Case studies to illuminate the discussion will be drawn from speculations regarding human infants,
Psychology 138a. Social Relationships	An examination of social relationships, including parent-child relationships, friendships, marriage and work relationships, viewed in the context of psychology, social structure and culture. Attention will be given		animals, computers and exotica such as split- brain patients and multiple personalities.  Usually offered every third year.
	to research strategies for studying social relationships and students will be encouraged		Messrs. Jackendoff and Morant
	to conduct their own research.	Psychology 154a.	This course presents a systematic analysis of
	Usually offered in even years.  Mr. Rubin	Human Memory	current and traditional memory research and theory as it sheds light on both normal memory and cognitive function and on memory deficits following cerebral damage.
Psychology 139a.	Research on social cognition lies at the		Usually offered every year.
Advanced Topics in Social Psychology: Memory	intersection of social and cognitive psychology. In this seminar, we examine one of the main topics in social cognition, the role		Mr. Wingfield
	that memory plays in a variety of social phenomena. Focus is on the importance of autobiographical memory in people's lives and we will consider factors that influence	Psychology 155a. Seminar in Visual Perception	Seminar will discuss major issues in perception.
	the accuracy of personal memories.	,	Usually offered every year.
	Usually offered in even years.		Mr. Hershenson
	Mr. Ross	Psychology 156b.	Usually offered in even years.
D 1 1 1 (71	D 1 1 1 1 1 1 1	Perceptual Dayslanment	Mr. Morant

Development

Psychology 157b. Models of Human

and Machine Vision

Mr. Morant

Mr. Todd

This course will consider how a visual analysis of patterns of light can be used to determine the structures and movements of

objects in the environment. An integrative approach to this problem will be adopted, which will survey current research and theory from perceptual psychology, neurobiology and artificial intelligence.

Usually offered in even years.

Psychology 145b. Aging in a Changing World

Psychological issues related to the aging processes are examined in a multidisciplinary perspective. Social, biological, political, economic and historical/cultural factors that affect and are affected by psychological aging are considered. Topics include intellectual functioning, mental illness, memory loss, personality changes, social support, coping with stressful life events and physiological changes in later life.

Usually offered in odd years.

Ms. Lachman

129	Psychology		
Psychology 158b. Visual Psychophysics	This seminar will cover current issues in spatial and binocular visual research. Modeling efforts in these areas will be evaluated in light of known neurophysiology of the visual system.  Usually offered in even years.  Ms. Halpern	Psychology 169b. Disorders of Childhood	This course will review issues of theory, research and practice in the areas of child and adolescent psychopathology and treatment. Special attention will be given to the need for examining abnormality in the context of normal developmental processes. The relationship between theory and practic will be explored through reading and discussion of theory, empirical research and clinical case material.
Psychology 160b. Seminar on Sex Differences	This course will examine societal sex roles and lay beliefs about sex differences in light of evidence bearing on: 1) actual sex differences in ability and/or personality; 2)		Usually offered in even years. Mr. Cunningham
	biological vs. social explanations for sex differences; 3) motivational and cognitive biases in the perception of group differences.  Usually offered every year.  Ms. Zebrowitz	Psychology 172a. Temporal Patterning of Behavior	This course concerns the way animals contra and perceive spatially directed posture and movements. Topics range from the definition of optical, mechanical and acoustic information about orientation to how body orientation and motion with respect to these referents may be represented.
Psychology 161a.	This course, in conjunction with Psychology		Usually offered in odd years.
Clinical Psychology Practicum I	161b, provides an intensive, supervised practicum experience in the provision of mental health services. Students pursue a		Mr. DiZio
	program of reading and spend one day a week working in a clinical facility. Weekly class meetings are structured to provide opportunities for personal and professional growth through discussion of individual experiences in the clinical setting.	Psychology 173a.	See Linguistics 173a.
		Psycholinguistics	Usually offered in even years.
			Mr. Zurif
	Usually offered every year. Mr. Cunningham	Psychology 175b. Seminar in Sensory Perception	This course will survey the sensory systems, beginning with a detailed study of well-established anatomy and physiology and continuing with a discussion of more recent
Psychology 161b. Clinical Psychology Practicum II	A continuation of Psychology 161a.  Usually offered every year.		findings in each area. The readings are designed to link neurophysiological evidence with psychophysical observations.
	Mr. Cunningham		Usually offered every year.
Psychology 167b.	Theories and techniques of several schools of		Ms. Halpern
Schools of Psychotherapy	psychotherapy and behavior modification are considered. The theories of personality,	Psychology 181b.	See Anthropology 101b for description.
φ,	methods of intervention, goals of therapy and relevant research will be emphasized.	Medical Anthropology	Usually offered every year.
	Usually offered every year.		Staff
	Mr. Knight	D 1 1 100	
D 1 1 1/0		Psychology 182b. Culture and	See Anthropology 161b for description.
Psychology 168a. The Psychology of	The purpose of this course will be 1) to explore the foundations of modern theory and research on creativity, and 2) to examine methods of stimulating creative thought and expression. The course material will include 1) psychodynamic, behavioristic, humanistic and social psychological theories of creativity, 2) personality studies of creative individuals, 3) tradice of precise principates.	Cognition	Usually offered every year.
Creativity			Mr. Murray
		Psychology 183b.	See Anthropology 155b for description.
		Psychological Anthropology	Usually offered every fourth year.
	<ol> <li>studies of creative environments, 4) methods of defining and assessing creativity and 5) programs designed to increase both verbal and non-verbal creativity.</li> </ol>		Mr. Saler
	Usually offered every year.	Psychology 184b. Philosophy and	See Philosophy 101b for description.
	Ms. Amabile	Psychology	Usually offered in even years.
	Mo. Inidanc		Mr. Samet

130	Psychology		
Psychology 185b. Philosophy of Mind	See Philosophy 156b for description.  Usually offered in odd years.  Mr. Samet	Psychology 205a. Seminar in Perceptual Development	A detailed analysis of recent experimental and theoretical literature on perceptual development.  Usually offered in odd years.  Mr. Hershenson
Psychology 193b. Tests and Measurements	This course covers test theory, types of measurement, the theory and measurements of reliability and validity, and test construction. The measurements of intelligence, achievement and personality are also considered.	Psychology 206b. Computer Methods in Psychological Experimentation	Usually offered in even years. Mr. Todd
	Usually offered in odd years.  Mr. Knight	Psychology 207a. Seminar in Perception	This course examines the various aspects of visual information by which objects and events in 3-dimensional space are perceived by human observers. Current research in
Psychology 194b. Language and Mind	See Linguistics 194b for description.  Usually offered in odd years.  Mr. Zurif		both psychology and artificial intelligence will be considered.  Usually offered in even years.  Mr. Todd
Psychology 195a. Introduction to Psychological Theory	A survey of psychological theories including Associationism, Structuralism, Functionalism, Gestalt, Behaviorism, Psychoanalysis and their modern derivatives. Emphasis is on the nature of explanation. Usually offered every year. Mr. Hershenson	Psychology 208a. Seminar in Cognitive Sciences	This year the seminar will discuss philosophical foundations of cognitive science: what constitutes a mental representation and how representation is involved in processing and brain function.  Usually offered every year.  Mr. Samet
Psychology 197a. Language Acquisition and Development	See Linguistics 197a.  Usually offered in even years.  Ms. Grimshaw	Psychology 209a. Advanced Seminar in Measurement Theory and Mathematical Modeling	Usually offered every third year.
Psychology 199a. Neuropsychology	This course is designed as an introduction to the field of neuropsychology. Topics will include the concepts of cerebral dominance and localization of function within the human brain, with special reference to language and related mental function. The aphasic syndromes will receive special attention, including their symptoms, progress, brain localization and concomitant cognitive disorders.  Usually offered every year.	Psychology 210a. Advanced Psychological Statistics I	Probability and inferential statistics for experimental research. Rules of probability, random variables and their distributions, statistical inference, tests of hypotheses and confidence intervals for population means, principles of experimental design, the analysis of variance. Introduction to computer analysis using the SPSS and BMDI statistical packages.
	Mr. Zurif		Usually offered every year. Mr. Knight
Psychology 202b. Seminar in Human Spatial Orientation	Usually offered in even years. Mr. Lackner	Psychology 210b. Advanced Psychological Statistics II	Statistical procedures for quasi- and non- experimental research. Correlation and regression, multiple regression, partial and multiple correlation, the analysis of
Psychology 203b. Seminar in the Neuropsychology of Language	This seminar will consider theories of brain- language relations.  Usually offered in odd years.  Mr. Zurif	Statistice II	contingency tables (cross-tabulations), nonparametric statistics. Computer data analysis using SPSS and BMDP.  Usually offered every year.  Mr. Berbaum
		Psychology 213b. Cognition and the Brain	Usually offered every fourth year. Staff

230a and b. Research in Animal Behavior

131	Psychology
Psychology 216b. Research Seminar in Cognitive Sciences	In this seminar, students will present and discuss their ongoing research.  Usually offered every year.  Staff
Psychology 218b. Seminar in Social Cognition	This course deals with research in impression formation and causal attribution. Causal attributions for one's own behavior as well as for other people's behavior will be treated. Determinants of impression formation and causal attribution to be covered include social information, attention, motives and individual differences.
	Usually offered every third year.
	Staff
Psychology 220-240a and b. Courses in Research	Offered every year.
220a and b. Research in Spatial Orientation	Mr. Lackner
221a and b. Research in Semantics and Conceptual Structure	Mr. Jackendoff
222a and b. Research in Human Spatial Orientation	Mr. Morant
223a and b. Research in Social Psychology	Mr. Rubin
224a and b. Research in Speech Perception and Cognitive Processes	Mr. Wingfield
225a and b. Research in Visual Space Perception	Mr. Hershenson
226a and b. Research in Cognitive Processes and Psychopathology	Mr. Knight
227a and b. Research in Neurolinguistics and	
Psycholinguistics	Mr. Zurif
228a and b. Research in Syntax and Comparative Germanic	Ms. Maling
229a and b. Research in Person Perception	Ms. Zebrowitz

Mr. Wodinsky

231a and b. Research in Social Psychology Ms. Amabile 232a and b. Research in Developmental Psychopathology Mr. Cunningham 233a and b. Research in Syntax and Language Learnability Ms. Grimshaw 234a and b. Research in Lifespan Development; Adult Personality Ms. Lachman 235a and b. Research in Layont and Motion Perception Mr. Todd 236a and b. Research in Developmental Psychology Mr. Watson 237a and b. Research in Group Problem Solving and Decision Making Mr. Berbaum 238a and b. Research in Metric and Phonological Theory Mr. Prince 239a and b. Research in Autosegmental and Metrical Phonology Ms. Yip 240a and b. 240a and b. Research in Sensory Physiology: Visual and Auditory Psychophysics Ms. Halpern

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250 250	0.00		D 1 1 204		
Psychology 250-270a and b. Advanced Research Project	Offered every year. 250a and b. Mr. Lackner	261a and b. Ms. Amabile	Psychology 304a. Research Methodology for Developmental and	This course provides a comprehensive review of empirical methodology in social and developmental psychology including: research ethics, hypothesis testing,	
	251a and b. Mr. Morant	262a and b. Mr. Berbaum	Social Psychology	experimental and quasi-experimental design, naturalistic observation, survey and evaluation research, clinical and applied	
	252a and b. Mr. Rubin	263a and b. Mr. Cunningham		research, data analysis, report writing and peer review procedures.	
	253a and b. Mr. Wingfield	264a and b. Ms. Grimshaw		Usually offered in even years.  Ms. Amabile	
	254a and b. Mr. Hershenson	265a and b. Ms. Lachman	Psychology 310b.	Usually offered every third year.	
	255a and b. Mr. Knight	266a and b. Mr. Todd	Topics in Data Analysis for Social Scientists	Mr. Berbaum	
	256a and b. Ms. Zebrowitz	267a and b. Mr. Zurif	Psychology 315d.	This seminar is required of all first-year graduate students. Taught by all faculty	
	257a and b. Mr. Wodinsky	268a and b. Mr. Prince	Faculty Research Seminar	exposes students to faculty members' current	
	258a and b. Mr. Watson	269a and b. Ms. Halpern		research. Usually offered every year.	
	259a and b. Mr. Jackendoff	270a and b. Ms. Yip		Staff	
	260a and b. Ms. Maling		Psychology 316a. Social/ Development	This course is required of all social/developmental graduate students who have not been admitted to candidacy.	
Psychology 280-299a	Offered every year.		Research Seminar	Usually offered every year.	
and b. Advanced Readings	280a and b. Mr. Lackner	290a and b. Ms. Maling		Mr. Ross	
	281a and b. Mr. Morant	291a and b. Ms. Amabile	Psychology 320a and b.	Usually offered every year.	
	282a and b. Ms. Halpern	292a and b. Mr. Berbaum	Advanced Tutorial in Spatial Orientation	Mr. Lackner	
	283a and b. Mr. Wingfield	293a and b. Mr. Cunningham	Psychology	400d. Mr. Lackner 411d. Ms. Amabile	
	284a and b. Mr. Hershenson	294a and b. Ms. Grimshaw	400-420d. Dissertation Research	401d. Mr. Jackendoff 402d. Mr. Morant 403d. Mr. Rubin 404d. Mr. Rubin 414d. Ms. Lachman 415d. Ms. Lachman	
	285a and b. Mr. Knight	295a and b. Ms. Lachman		404d. Mr. Wingfield 415d. Mr. Todd 405d. Mr. Hershenson 416d. Mr. Berbaum 406d. Mr. Knight 417d. Mr. Zurif	
	286a and b. Ms. Zebrowitz	296a and b. <b>Mr. Todd</b>		407d. Mr. Watson 418d. Mr. Prince 408d. Ms. Maling 419d. Ms. Halpern 409d. Ms. Zebrowitz 420d. Ms. Yip 410d. Mr. Wodinsky	
	287a and b. Mr. Wodinsky	297a and b. <b>Mr. Zurif</b>		Tiou. ivii. wodinsky	
	288a and b. Mr. Watson	298a and b. Mr. Prince			
	289a and b. Mr. Jackendoff	299a and b. Ms. Yip			
Psychology 300a.	This course offers an	in-depth review of	-		

Psychology 300a. Proseminar in Social and Developmental This course offers an in-depth review of primary sources in several major topic areas of social and developmental psychology.

Usually offered in odd years.

Staff

133	Psychology		
Courses and Semina Undergraduates	rs for Graduate Students and Advanced	Linguistics 130a, Semantics	This course explores the semantic structure of language in terms of current linguistic theory. Topics to be covered include the
Linguistics 100a. Introduction to Linguistics	A general introduction to linguistic theory and the principles of linguistic analysis. The central topic of the course is what speakers know about their language: syntax, semantics and phonetics and phonology, in each area,		nature of semantic representation, functional structure, presupposition and reference. Usually offered in odd years. Mr. Jackendoff
	students will construct detailed analyses of data from English and from other languages. Additional topics such as historical linguistics and the psychological implications of linguistic theory will be covered as time allows.	Linguistics 135a. Linguistics and the Romance Languages	Usually offered every fourth year.
	Usually offered every semester.	Linguistics 140a.	Usually offered in even years.
	Fall Term: Ms. Grimshaw Spring Term: Mr. Prince	History of the English Language	Ms. Maling
Linguistics 110a. Phonological Theory	This course is an introduction to generative phonology, which is a theory of natural language sound systems. It begins with a	Linguistics 150b. Introduction to Cognitive Science	This course will consider how the mind is structured to represent and process information of relevance to language and other cognitive domains.
	review of articulatory phonetics, followed by distinctive feature theory and the concept of a "natural class." The central section covers morphology and the nature of		Usually offered every year. Mr. Zurif
	morphophonetics and universal properties of the rules that relate morphophonemic and		
	phonetic representations. The course ends with discussion of a special topic such as syllable structure or word formation.	Linguistics 153a. Consciousness	See Psychology 153a for description.  Usually offered every third year.
	Usually offered every year.		Staff
	Ms. Yip		
Linguistics 112b. Introduction to Historical Linguistics	Principles and methods of language change and linguistic reconstruction. Emphasis on the history and development of the Indo- European language family. Readings from earlier scholars (Meillet, Jakobson, Vendryés, etc.) as well as discussion of present-day issues in historical and comparative linguistics. Practical exercises in comparative method and internal reconstruction.	Linguistics 173a. Psycholinguistics	An introduction to modern psycholinguistics with an emphasis on language comprehension and production. Questions concerning species-specificity and the neurological organization of language are included for consideration.
			Usually offered in even years.
			Mr. Zurif
	Usually offered in odd years. Staff	Linguistics 194b. Language and Mind	An examination of the notion of innate ability to learn human language, considered in relation to issues of brain localization, species-specificity and developmental
Linguistics 120b.	This course extends the syntactic framework		constraints.
Syntactic Theory	developed in the introductory course through the study of such problems as the complement system and constraints on transformations, with emphasis on their relevance to universal grammar.		Usually offered in odd years.  Mr. Zurif
	Usually offered every year.		
	Ms. Grimshaw		
Linguistics 122b. Investigations in an Unfamiliar Language	Using a native speaker of an unfamiliar language (such as Turkish or Amharic) as a source of data, the class will investigate the structure of the language and compare it with the structure of English and other familiar languages. May be repeated for credit.		

Usually offered in even years.

Mr. Prince

134	Psychology		
Linguistics 197a. Language Acquisition and Development	When a child knows a language he or she has successfully constructed a grammar of it; in the course of constructing the grammar the child must form hypotheses about the language and test them against the available data. The central problem of language acquisition is to explain what makes this formidable task possible. In the course, we will study and evaluate theories of language acquisition in this light, basing our conclusions on recent research in the	Linguistics 225b. Syntax	Recent developments in syntax, including such topics as constraints on rules, trace theory, government and binding, and lexical-functional grammar. Required of first-year graduate students in linguistics and cognitive science.  Usually offered every year.  Ms. Maling
	development of syntax, semantics and phonology. The overall goal is to arrive at a coherent picture of the kinds of hypotheses children make, and the kinds of strategies they use as they progress toward mastery over their language. Usually offered in even years.	Linguistics 226a. Topics in Syntax	Current issues in the theory of syntax, focusing on research in government binding theory and lexical functional grammar. Topics covered will vary from year to year, but will generally include: anaphora, extraction, bounding conditions and lexical representation.
	Ms. Grimshaw		Usually offered every year.
	32 44		Ms. Grimshaw
Linguistics 199a and b.	Usually offered every year.		
Directed Research	Staff	Linguistics 236a, Topics in Semantics	Current issues in the theory of conceptual structure and its relation to syntax.
Seminars for Gradu	ate Students		Usually offered every third year.
Linguistics 215b.	Recent developments in phonological theory,		Mr. Jackendoff
Phonology	with special emphasis on prosodic phonology including autosegmental theories of tone, nonlinear morphology and phonology, and metrical theories of stress. Required of first-year graduate students in linguistics and cognitive science.  Usually offered every year.	Linguistics 240a. Field Methods	Working with a native speaker language consultant, the students in this course will investigate the phonology and syntax of a language unfamiliar to them. The students will gain expertise in linguistic analysis through exploring the hypotheses of current theory in a new language context.
	Mr. Prince		Usually offered in even years.
			Mr. Prince
Linguistics 217b. Topics in Phonology	Topics drawn from recent research in metrical, autosegmental and lexical phonology. Requirements include a class presentation and a research paper. Material covered will vary from year to year.		
	Usually offered every year.		

# Russian

See Joint Program of Literary Studies

# Sociology

# Objectives

The graduate program in sociology is primarily a doctoral program and is designed for students who intend to devote themselves to teaching and research in sociology. The student may, by satisfying certain requirements, receive the M.A. degree. The general objective is to educate students in the major areas of sociology with specialization in several of them.

# Admission

The general requirements for admission to the Graduate School, as specified in an earlier section of this catalog, apply to candidates for admission to the sociology department.

In addition, all prospective students are required to submit written material (papers, etc.) representative of their best work, which need not be, however, of a sociological nature.

# Faculty

Professor George W. Ross, Chair: Political sociology. Social theory.

Professor Egon Bittner: Sociology of law. Social control.

Professor Maurice R. Stein: Communities. Culture. Counseling. Consciousness. Professor Irving K. Zola: Sociology of health and illness. Disability studies. Deviance. Field studies Associate Professor Peter Courad: Sociology of health and illness. Deviance. Field methods.

Associate Professor Gordon A. Fellman: Marx and Freud. Social stratification. Peace studies. Associate Professor Karen E. Fields: Sociology of religion. Sociology of development.

Associate Professor Charles S. Fisher: Technology and environment. Social psychology of consciousness.

Associate Professor Gila J. Hayim: Sociological theory. Critical theory. Phenomenology and existential sociology. Associate Professor Shulamit Reinharz: Qualitative methodology. Social gerontology. Feminist research. Social psychology. Group dynamics.

Associate Professor Carmen Sirianni: Work. Organizations. Theory. Comparative sociology. Assistant Professor M. Jacqueline Alexander: Sociology of health. Political sociology. Third World development. Sociology of women.

Assistant Professor Kathleen Barry: Feminist theory. Family. Sociology of education.

Assistant Professor Michael W. Macy: Quantitative methods. Political sociology. Class and stratification.

# Degree Requirements

# Doctor of Philosophy

Program of Study.

Students entering the Ph.D. program in sociology are expected to undertake a two-year program of course work, as a part of which they are obliged to take the departmental Pro-Seminar (Sociology 290). The initial program of studies will be arranged in consultation with the graduate student's advisor. Consideration will be given to graduate work done elsewhere but formal transfer credit will be assigned only after the successful completion of the first year of study.

Requirements for the M.A.

An M.A. may be granted after the successful completion of three semesters of course work and submission of two substantial research papers to be approved by the department.

Residence Requirements. The minimum residence for the degree of Doctor of Philosophy is two years. It is expected that the Ph.D. will be earned within five years

nve years.

Language Requirements.

There is no foreign language requirement for the Ph.D. degree. Qualifying Examinations. During a student's residency until the time of his or her formal admission to candidacy, the specific planning, evaluation and accreditation of his or her entire course of study will be in the hands of each student's Guidance-Accreditation Committee, composed of three faculty members. Along with the student, this committee will lay out a general course of study designed to meet the interests and needs of the student. Upon completion of this course of study, the student will take an oral qualifying examination covering both general sociology and the areas of the student's special interests. It is assumed that students will fulfill their accreditation before the end of their third year of residence.

Admission to Candidacy. A student shall be eligible for admission to candidacy for the Ph.D. upon fulfillment of the residence requirements, passing the departmental qualifying examination, and successful defense of a dissertation proposal. The work on the doctoral dissertation will be supervised by a Dissertation Committee.

Dissertation and the Final Oral Examination.

The Ph.D. dissertation may be accepted by the department upon the recommendation of the Dissertation Committee. To be granted the degree, the student is required to defend the dissertation in a public Final Oral Examination.

	<del></del>		
Sociology 102a. Social Psychiatry	Training in peer counseling is offered through classes, supervised sessions with other students, and community work. Theory, social contexts and practice of reevaluation counseling is stressed. Other social psychiatric approaches are also covered.  Usually offered every year.  Mr. Stein	Sociology 108b. Critiques of Contemporary Society	Analysis of major approaches in contemporary sociology and critical theory and their implications for modern man. The emphasis is on the methods and functions of social criticism. Theorists like Comte, Weber, Ellul, Marcuse, Rieff, Williams and others will be considered.  Usually offered every year.  Ms. Hayim
Cariala m. 102a	This source will concern itself with verious		
Sociology 103a. The Sociology of Mental Illness and Health	This course will concern itself with various sociological and psychological perspectives on the causes, nature of, and treatment for mental illness. We will also focus on the ways in which mental health is conceptualized as an internal state and an interpersonal process, and on the suggested means through which it might be achieved.	Sociology 109b. Black Intellectuals and the Crisis of the Twentieth Century	Considers major political writers and leaders in the United States, Africa and the Caribbean by passing in review the twentieth century as seen from the standpoint of their work. Includes Dubois, Garvey, Nkruman, King, Rodney and others.
	Usually offered every third year.		Usually offered every year.
	Mr. Conrad		Ms. Fields
Sociology 104a. Sociology of Education	A study of educational institutions which examines pedagogy, educational structures and ideologies as they relate to social inequality in the broader society. This course	Sociology 110b. Sociology of Knowledge	History and historical interpretation of the sociology of knowledge with particular emphasis on German and recent American literature.
	examines the role of the institution of education as a force for social change versus the idea that education's function is to reinforce prevailing social conditions.		Usually offered in odd years.
			Mr. Wolff
	Usually offered in even years.  Ms. Barry	Sociology 111a. Political Sociology	This course will examine the relationship between society and politics, social processes and political change. A critical analysis of the major concepts and alternative theories will
Sociology 105a. Feminist Critique of Contemporary Social Institutions I	Study of the various issues addressed in feminist activism (i.e., family, childcare, reproductive rights, employment discrimination, social construction of sexuality and lesbian rights, sexual violence) as they form a critique of social and political institutions, analysis of the structural,		be presented and their relevance to advanced Western societies (particularly the United States) will be discussed. Usually offered every fourth year. Staff
	ideological and psychological dimensions of sex oppression.	Sociology 112b.	The concept of social class; its role in
	Usually offered every year.	Social Class, Freedom and	determining life changes, lifestyles, income, occupation and power; theories of class and
	Ms. Barry	Equality	inequality; selected social psychological aspects of social class and inequality; American class structure and dynamics;
Sociology 107a. Issues in Social	This course covers the origins of social psychological theory as the study of		American social class and imperialism.  Usually offered every year.
Psychology	interpersonal behavior. It contrasts sociological and psychological social psychology and examines current		Mr. Fellman
	contributions to the discipline's content, methods and definition.	Sociology 113b.	We will explore the nature of women's work
	Usually offered every year.	Women and Work	since 1945 in the West. We will look at what opportunities exist for women in the work
	Ms. Reinharz		world; how class, race and gender shape these opportunities; how women manage family and work lives; and what structural changes would create a better balance between public and private worlds for women and work.
			" Ollieli dila " olli

Staff

Work and its transformation in contemporary society. Blue, white and pink collar work; professional and nonprofessional occupations; gender, family and work; labor market structures; affirmative action and comparable worth; crisis of American unionism; the impact of new technologies; occupational health and safety; the service society; post-industrial workplaces; Quality of Work Life reforms and worker participation in the U.S., Japan and Europe; worktime innovations (job sharing, flexible options); informal economy; the future of work.

Usually offered every year.

Mr. Sirianni

Sociology 118a. American Jewish Life and Institutions

Usually offered every year.

Life and Institutions See NEJS 161a for description.

Mr. Sklare

Sociology 121b. Mass Media, Popular Culture and Social Reality Through an examination of the history and development of contemporary media, including television, films, print media, etc., the course will explore the impact of mass media in everyday life. We will consider questions of audience, politics and ideology, aesthetics and the structure of the culture industry as it perpetuates and creates images of "social reality."

Usually offered every year.

Mr. Zola

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Sociolo	gy 12	4a.
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Sociolo Land a	gy 12 nd Po	5b. easant
		Latin ribbear

Cross-national comparisons of the extensiveness and impact of the welfare state will be used to concretize and illuminate larger theoretical questions about the compatibility between the competitive logic of market economies and the universalistic, egalitarian principles of democratic politics. To what extent can democratic pressures alter market outcome? Has the welfare state finally gone "too far," paralyzing the "invisible hand"?

Usually offered every year.

Mr. Macy

Usually offered every year.

Ms. Alexander

In this seminar we examine the relationship between the ownership, use and control of land and the ability of "Third World" governments to satisfy the food and agricultural needs of their populations. Emphasis is placed upon the history of land policies, the role of multi-nationals, the nature of rural class structures, the emergence of peasant movements and the alternative organizations of cooperative agriculture. Case studies are drawn from Latin America and the Caribbean.

Usually offered every year.

Ms. Alexander

# Sociology 126a. Sociology of Deviance

An investigation of the sociological perspectives of deviance, focusing particular attention on definitional sociopolitical and interactional aspects — and social response. Includes a review of theory and current research and discussions of various forms of non-criminological deviance and social control.

Usually offered every year.

Mr. Conrad

# Sociology 128b. Sociology of Religion: Sects, Cults and Societies

Uses case studies to examine religious innovation in comparative perspective and in terms of its impact upon established religion, economic life, political organization and individual personality.

Usually offered in even years.

Ms. Fields

# Sociology 129a. Politics and Inequality

This course uses a limited number of readings to introduce a series of related controversies about the political repercussions of social inequality. Students then investigate these issues using primary materials and report back their findings. The idea is that sociological knowledge can be acquired not only from books and lectures but also from actually "doing sociology." Prior methodological training is not assumed.

Usually offered every year.

Mr. Macy

# Sociology 130a. The Family I

This course presents a view of the family as a patriarchal institution and analyzes its relationship to other social institutions. Cross cultural analysis is employed to examine family forms, practice and ideas in terms of their impact on women. Critique of the family is approached through studying alternative life-styles and violence in the family.

Usually offered every year.

Ms. Barry

# Sociology 131b. Women's Biography and Society

Through the biographies of women intellectuals, scientists, political leaders and "ordinary" women, we will study women's subjective experiences and interactions as they are imbedded in objective conditions of society. The relationship of private and public life will be examined over the life course from birth to death. Biography will also be considered as a method of sociological inquiry.

Usually offered in odd years.

Ms. Barry

# Sociology 132a. City Limits: An Introduction to Urban Sociology

This class will examine the tensions arising from the interplay of the marketplace and social forces in modern urban settings. Special attention will focus on the opportunities and constraints in American cities.

Usually offered in even years.

Mr. Macy

Sociology 133b. Social Change in Modern Africa Usually offered every year.

Ms. Fields

# Sociology 134a. Women and Intellectual Work

This research seminar investigates the history of American women social scientists within the context of intellectual history, social structure and gender relations. We will analyze the scholarly work of different generations of women thinkers, including their reflective writing. We will also seek out women whose work has been ignored or trivialized, and examine the reports of the American Sociological Association on the status of women. From this course students should gain an appreciation both of the history of women's intellectual effort as sociologists and the contrast and continuities with current work.

Usually offered in odd years.

Ms. Reinharz

### Sociology 141a. Marx and Freud

The course stresses Marxian and Freudian treatment of human nature, human potential, social stability, conflict, change, consciousness, social class and the relationship between family and social process. Topics of contemporary importance are reviewed in the light of both traditions. Attempts to combine the two approaches are examined.

Usually offered in even years.

Mr. Fellman

### Sociology 144b. Sociopsychological Dimensions of the Arms Race

In this course we will read the literature in, discuss and critically evaluate, the sociopsychological theories, speculations, interpretations and conceptualizations that explain and try to understand the arms race.

Usually offered in odd years.

Mr. Schwartz

# Sociology 147a. Sociology of Organizations and Occupations

This course will introduce students to the study of organizations primarily through case studies of contemporary organizations in a variety of settings: e.g., street-level bureaucracies (welfare, police), federal bureaucracies (Defense Department, OSHA), high-risk technology systems (nuclear power, nuclear weapons), private corporations (industrial and nonindustrial settings), universities and democratic collectives. A critical approach to organization theory — focusing on power, gender, opportunity, participation and organizational change — will be central throughout.

Usually offered every year.

Mr. Sirianni

# Sociology 148a. Social Psychology of Consciousness I

Critical and practical examination of the concept of the individual both in itself and in social context. Social experiences are reexamined in terms of the qualities of mind which engender them. Traditional practices of meditation are reviewed in the forms of metaphor and parable in which they are presented.

Usually offered every year.

Messrs. Fisher and Stein

# Sociology 148b. Social Psychology of Consciousness II

This course will explore various senses of the self and of society as described in both contemporary social psychology and traditional Eastern culture. Focus will be on knowing the world in terms of the self's relation to it as exemplified in sociological field work and in meditation. Analysis of parables as a mode of teaching these skills will be explored.

Usually offered every fourth year.

Messrs. Fisher and Stein

### Sociology 151b. Fieldwork in Social Settings: Environmental Research

The purpose of this course is to provide students with an opportunity to do first hand research in a setting of their choice. This could be in terms of a specific research project or an internship. Students are expected to find their own settings, subject to approval by instructor. Research techniques, including participant observation, interviewing and document analysis, will be presented, along with appropriate methods for data analysis. Each student will prepare a sociological report on field work experience.

Usually offered every year.

Mr. Conrad

### Sociology 159a. Politics and Society in Contemporary France

This course will focus on the political and social history of postwar France. The format of the course will be lecture-discussion, to be organized around outstanding and most representative films that cover the main events of postwar France.

Usually offered every year.

Messrs, Macridis and Ross

### Sociology 160a. Social Conflict and Its Control

This course is concerned with social conflict as it relates to class, race, ethnicity and gender; and with ways in which it is controlled, in society and by the state. Different theoretical constructs relating to social conflict will be considered with reference to contemporary societies, notably the United States and Western Europe: comparisons will be made with Soviet-type societies.

Usually offered every year.

Staff

140	Sociology		
Sociology 161a. Society, State and Power	This course will examine the ways in which power is exercised in different political regimes and social systems. The major focus of the course will be present-day advanced industrial societies, with particular consideration of the United States. Central topics will include the role of the state in society, the social forces that shape public policy, the control of social conflict. Contrasts will be drawn with Soviet-type societies.  Usually offered every year.  Mr. Ross	Sociology 170b. Industrial Sociology	An examination of modern industrial production and its implications for the social order. Stress will be placed on the nature of the industrial labor process, the internal organization of industrial institutions (the industrial relations system, unionization, management strategies and practices, bureaucratic and white collar work), and the relationships of industry with the state and the international system.  Usually offered in odd years.  Mr. Ross
	M1. 1055	Sociology 171a.	This course will examine the position of
Sociology 164a. Existential Sociology	This course is an introduction to existential thought and its relation to the discipline of sociology. Existential evaluation of selected theories on human nature and interaction, individual freedom and social ethics, the genesis and fate of the modern human group, types of authority, etc. Readings include works by Sartre, Durkheim, Goffman, Nietzsche, Kierkegaard, Mead and Merleau-Ponty.  Usually offered every year.  Ms. Hayim	Black and Third World Women	women of color within the context of certain political, economic, social and cultural transformations occurring in the Third World and the United States. Particular emphasis will be placed on women in the Caribbean and Latin America in order to gain a better understanding of both the similarities and peculiarities of their experiences compared to their North American counterparts. We will allow women of color to speak for themselves (through literature, films,etc.) at the same time that we analyze these more global transformations.  Usually offered every year.
Sociology 165a.	This course will explore the ways in which		Ms. Alexander
Sociology of Birth and Death I	different societies shape the human experience of birth and death. It will focus on recent changes in the social settings and meanings of birth and death in advanced industrial societies. Topics to be covered include Eastern attitudes toward birth and death, the Holocaust and nuclear war, the social implications of medical technologies and the home birth and hospice movements.  Usually offered every year.	Sociology 173b. Contemporary Social Problems	We will deal with a selected group of social problems among which will be: a) the social deterioration of the cities, b) the onslaught of information and misinformation, c) the troubles of consumerism, d) the burdens of racism and poverty, e) old age and social isolation. The aim of this course is to enable and encourage students to approach existing and proposed institutional arrangements
	Mr. Stein		critically.  Usually offered every year.
Sociology 165b. Sociology of Birth	A continuation of Sociology 165a.		Mr. Bittner
and Death II	Usually offered every year.	Sociology 174b.	Nature and human productive activities are
	Mr. Stein	Technology and Environment	looked at in terms of the ways they affect each other. Transformations of the landscape

Environment

### Sociology 167a. Comparative Social Structures

A comparative examination of the development of modern capitalistic political economies, stressing the relationship between patterns of economic accumulation, conflict and/or consensus between major forces and the forms of state activity. Focus will be on the post-World War II evolution of British, French and U.S. societies, more specifically on the construction of different socioeconomic treaties in the immediate post-war period, the functioning of the consumerist social order based on these treaties and the disruption and crisis of this order of the late 1960s and 1970s.

Usually offered every year.

Mr. Ross

Nature and human productive activities are looked at in terms of the ways they affect each other. Transformations of the landscape, the evolution of industrial technology. biological change, agriculture and different kinds of environmental impact will be discussed. Farms, factories, forests, wilderness and cities are examined.

Usually offered every year.

Mr. Fisher

# Sociology 176b. Issues in Third World Development

This course will attempt to understand the nature of underdevelopment in the Third World by focusing on such issues as traditional culture, population increase and European colonialism. We will pay particular attention to the economic, political and cultural impact of the West and its implications for development in several Third World countries. Alternative theories and strategies of development will also be considered.

Usually offered every year.

Ms. Alexander

# Sociology 177b. Aging in Society

This course explores the social aspects of aging and old age in our society. We examine the definition and treatment of age in various societies with an eye for understanding the contemporary Western response to age. We will explore the experience of aging in different settings in our society, and the survival strategies of old age. Fieldwork projects will be encouraged.

Usually offered every year.

Ms. Reinharz

# Sociology 178a. Sociology of the Professions

An introduction to the professions in American society, from law and medicine to the public service, academic and business professions. Topics will include: the structure of careers and professional organizations, the schooling process, personal and family stress, bureaucratic work, relation to clients and government, alternative forms of professional work.

Usually offered in odd years.

Mr. Bittner

# Sociology 181a. Quantitative Methods of Social Inquiry

Sociology is possible because social life is structured and not random. Sociology is needed because the structures are often concealed. This course will introduce students to a variety of simple modeling techniques that may be useful for detecting such structured relationships. As such, it is not a statistics course (e.g., Math 36b) but a course on how to use quantitative tools to think sociologically, to facilitate empirically grounded social inquiry. Although the methods are quantitative, the emphasis is not on their mathematical derivation but on conceptual understanding and hands-on (user-friendly) application. No statistical background is presumed.

Usually offered every year.

Mr. Macy

# Sociology 182b. World Population

This course focuses on the changing size and composition of the world's population in modern times. This includes analysis of the causes and consequences of these changes by considering birth, death and migration in relation to the family, socioeconomic development, politics and public policy, the status of women, education and cultural institutions. The current population trends in the United States are compared with trends in other industrialized societies on the one hand, and with the situation in less economically developed countries on the other. This course will be conducted in a combined lecture-discussion format.

Usually offered in odd years.

Staff

# Sociology 188b. Sociology of Law

The legal order considered in a framework of cross-cultural and historical comparison. The role of the instruments of the law and of the administration of justice in contemporary society.

Usually offered every year.

Mr. Bittner

### Sociology 189b. Introduction to the History of Legal Thought

A review of the intellectual development of Western conceptions of legality and of legal practice considered against the background of social change. Materials will be drawn from the history of Europe and the United States, from the late Middle Ages to the modern era.

Usually offered every year.

Mr. Bittner

# Sociology 190b. On the Caring of the Medical Care System

An analysis of the structural arrangements of medical practice and of medical settings. The focus is on the societal and professional response to illness. Major topics include: emergence of the medical profession, social and economic organization of the medical sector, medical care giving institutions, practitioner-patient interaction, comparative medical care systems and the medicalization of society.

Usually offered every year.

Mr. Conrad

# Sociology 191a. Health, Community, and Society

An exploration into interrelationships of society and its institutions and the existence and experience of health and illness. Major topics include: social production of disease, social meaning of illness, community response to illness and the experience of illness.

Usually offered every year.

Mr. Conrad

142	Sociology		
Sociology 192b. Sociology of Disability	In the latter half of the twentieth century, disability has emerged as an important social-political-economic-medical issue. It has, however, a distinct history characterized by one writer as a shift from "good will to civil rights." We will trace that history and the way people with disability are seen and unseen, and see themselves. Particular attention will be placed in understanding the self-care/self-help movement. Students will be expected to carry out a fieldwork project. Usually offered in odd years.	Sociology 203b. Field Methods	The methodology of sociological field research in the qualitative research tradition. Readings will include theoretical statements as well as experiential accounts of researcher in the field. The course will include specific methods and procedures of data collection (participant observation, interviewing, collaborative research, systematic observation, oral history) and data analysis. Usually offered in even years.  Ms. Reinharz
	Mr. Zola		
Sociology 196b. Seminar: Writing	Examines the range of writing in the social sciences, both "popular" and "scholarly" including columns and life studies. Students	Sociology 204a. Sociology and History	Usually offered every third year. Staff
and the Social Sciences	including columns and life studies. Students write and exchange feedback on short pieces, with a view toward preparing work for publication. Frequent visits by social scientists, writers and editors.  Usually offered in odd years.	Sociology 205a. Sexual Stratification: Historical and Comparative Perspectives	Usually offered every third year. Staff
	Mr. Zola	Sociology 206b.	This was a second of the secon
Sociology 200a. Classical Sociological Theory	Critical readings of the sociologies of Marx, Weber and Durkheim.  Usually offered every year.  Mr. Bittner	The Family	This seminar will study various perspectives in family sociology: structural functionalism, sociobiology, interpretative-interaction, Marxist, feminist. We will examine and critique cross-cultural family research and contemporary approaches to black and other minority group family life. Family dynamics including decision making, domestic labor, reproduction, sexuality, violence, will be studied.
Sociology 200b. Contemporary Social Thought	Examination of American and European social thought; system and conflict theory, symbolic interactionism, ethnomethodology and phenomenological sociology and critical		Usually offered every third year. Staff
	theory.		Stan
	Usually offered in odd years.  Ms. Hayim	Sociology 207a, Feminist Theory	A comprehensive study of various approaches to feminist theory through an examination of ideas and writings which frame the major theoretical questions in feminism today; consciousness and ideology,
Sociology 202a. Quantitative Research Methods	This research seminar is designed to involve students in survey and archival data collection and analysis. Technical training will be coupled with explorations of methodological issues centering on the integration of theory and empirical research. Through hands-on assignments, students will learn to use a variety of modeling techniques		essentialism and materialism, relation of theory to practice, the intersections of race and class with sex oppression.  Usually offered every third year.  Ms. Barry
	and associated computer software. Although the methods are quantitative, the emphasis is not on their mathematical derivation but on conceptual understanding and hands-on (user friendly) application. No statistical background is presumed.	Sociology 208a. Seminar in the Sociology of Organization	This course examines classical and contemporary organizational theory primarily through case studies of contemporary organizations in a variety of settings: private corporations, unions, street-
	Usually offered every year. Mr. Macy		level bureaucracies, federal agencies, high- risk technology systems, universities, democratic collectives social change organizations. Critical analysis of issues of power, gender, opportunity; participation will be a focus throughout.

Usually offered every year.

Mr. Sirianni

143	Sociology			
Sociology 209b. Class and Politics	Usually offered every fourth year. Staff	Sociology 217a. Problems and Issues in the Sociology of Health and Illness	The aim of this course is to offer a socio- cultural-historical-political perspective on the study of problems of health and illness. We will accomplish this by examining some	
Sociology 210a. The Sociology of Development and Underdevelopment	Usually offered every third year. Staff		of the basic assumptions underlying the way we conceive of and study issues in health care. The written assignments include a health diary, a text analysis, and a book review.	
C	II. II. off and an all indicates		Usually offered every third year.	
Sociology 211a. Research on Women and Society	Usually offered every third year. Staff		Mr. Zola	
Sociology 212a. Topics on Women and Development	We examine the relationship between the "development" process and the continued subordination of women in "Third World" countries. The "development" rhetoric which evolved within major international agencies (U.S.A.I.D., World Bank) will be contrasted with the ways in which women have actively structured their lives. Emphasis is placed on women's position in production and reproduction and relationships among the domestic unit, class structure and the larger political economy. Our approach is	Sociology 218a. Advanced Topics in Social Theory and Methods: Surrender and Catch	"Surrender" is the most immediate contact with a topic being studied or a situation or individual being encountered; "catch" is its outcome. In this seminar we will explore the relation between the idea of surrender-and-catch and the crisis of mankind from which is springs and trace affinities with other recent currents in the social sciences and philosophy.  Usually offered in even years.  Mr. Wolff	
	multidisciplinary and cross-cultural with a focus on Asia, Africa, Latin America/ Caribbean.  Usually offered in odd years.	Sociology 218b. Advanced Topics in Social Theory and Methods	Usually offered every third year. Staff	
	Ms. Alexander	Sociology 219a. Social Systems and	Usually offered every third year.	
Sociology 214a. Topics in Social Psychology: Freud and the Frendian Tradition	Usually offered every third year. Staff	Sociology 219b. Advanced Topics in Political Sociology: Social Movements	Staff.  This year's topic will be social movements. Different contemporary approaches to the study of social movements will be reviewed, including collective behavior, rational action.	
Sociology 215a. The Sociology of State Action	An examination of theories and concepts which have been advanced to explain the dynamics of state action in different social and economic contexts, notably in such advanced capitalistic societies as the United States and in Soviet-type societies, notably in the USSR. Recent discussions of the degree to which the state acts independently of social	Social Movements	resource mobilization and European "new social movements" theory. Empirical monographs about specific social movements will be considered. Usually offered in odd years.	
	and economic forces in society will be considered, as will concrete cases of state action.  Usually offered every third year.  Staff	Sociology 220b. Seminar on the Sociology of Politics	A survey of the contemporary movements in the sociology of politics of advanced societies Topics to be discussed will include pluralist and group theories, elite theory, behavioralism and voting studies, the theory of the state debate (neo-Marxist and neo-	
Sociology 216h. The Frankfurt School and Critical Theory	The course analyzes the foundations of critical theory and evaluates its reformation of the concepts and prospects of social change. Readings include Hegel, Gramsci,		liberal variants), the "new institutionalism," theories of social movements, rational choice modeling.  Usually offered every fourth year.	
,	Lukacs, Marcuse, Habermas, Offe and Sartre.		Mr. Ross	
	Usually offered in even years.			
	Ms. Hayim			

French social theory since 1945 will be reviewed in the context of French social history and the sociology of intellectuals. Reading will include Existentialists-Marxists (Sartre, Merleau-Ponty), Structuralists (Levi-Strauss, Althusser, Poulantzas), Liberals (Aron, Crozier, Boudon and others), and post-1968 figures such as Michel Foucault, Alain Touraine and Pierre Bourdieu.

Usually offered in even years.

Mr. Ross

Sociology 221b. Topics in the Sociology of Religion

Sociological

Since 1945

Theory: French

Social Thought

Usually offered every fourth year.

Staff

Sociology 222b. Society and Health Promotion This graduate seminar will examine rise and development of prevention and health promotion in American society. We will examine various aspects of the health promotion phenomenon: the emergence of the risk factors paradigm, the wellness movement, government policy (e.g., Surgeon General's Report), research on community and individual intervention and work site health promotion. The emphasis will be on a sociological understanding of health promotion, especially in terms of its emergence, various manifestations and social consequences.

Usually offered every year.

Mr. Conrad

Sociology 223a. Sociology of Work The organization of work in contemporary society, with an emphasis on the United States and other advanced industrial or post-industrial societies (West Europe and Japan). Some limited discussion of work in less developed societies. Topics will include: forms of control, the deskilling debate, the impact of new technologies, gender and race, labor market segmentation, comparable worth, families and work, service work, the psychodynamics of work in post-industrial society, informal economy, new forms of flexibility, crisis of trade unions, future of work.

Usually offered in even years.

Mr. Sirianni

Sociology 224b. Class and Stratification This course confronts the "mainstream" tradition of stratification research with Marxist class theory, placing particular emphasis on the research methodologies implied by and characteristic of these contending analytic frameworks. Students will be expected to engage in small, semesterlong research projects informed by the theoretical and methodological issues that emerge from the readings and discussions.

Usually offered in even years.

Mr. Macy

Sociology 225a. Deviance: Theories and Research Usually offered every fourth year.

Staff

Sociology 226a. Theories in Social Psychology

An examination of some major theorists of self and society, social interaction and interpersonal relations. Theorists considered will include Cooley, Mead, Sullivan, Goffman, Buber and others.

Usually offered in even years.

Mr. Schwartz

Sociology 227b. Group Process Seminar Usually offered every third year.

Staff

Sociology 228a. Themes in Sociological Theory —Phenomenology and Sociology: Alfred Schutz An introduction to phenomenology and its significance for sociology by an intensive study of selective writings of Alfred Schutz.

Usually offered every fourth year.

Mr. Wolff

Sociology 228b. Themes in Sociological Theory Usually offered every third year.

Staff

Sociology 230-257a and b.

Readings in Sociological

Literature

Usually offered every year.

230a and b. Mr. Bittner

243a and b. Mr. Zola 245a and b.

233a and b. Mr. Fellman 234a and b. Mr. Fisher

Mr. Conrad 246a and b. Ms. Hayim

238a and b. Mr. Ross
239a and b.

247a and b. Ms. Barry

Mr. Schwartz

249a and b. Ms. Reinharz 253a and b. Ms. Alexander

Mr. Stein 242a and b. Mr. Wolff

256a and b. Mr. Macy

257a and b. Mr. Sirianni

145	Sociology			
Sociology 290a. Pro-Seminar	A seminar meeting once a week in which faculty members introduce their interests and research. Required of all first year	Sociology 401-425d. Dissertation Research	Independent research for the Ph.D. degree.	
	graduate students. Other graduate students are welcome to attend.		401d. Mr. Bittner 404d. Mr. Fellman	417d. Ms. Fields 418d. Ms. Havim
	Usually offered every year.		405d. Mr. Fisher 410d. Mr. Ross	419d. Ms. Barry 420d. Ms. Reinharz
	estiany offered every year.		411d. Mr. Schwartz	423d. Mr. Conrad
	Mr. Ross		412d. Mr. Stein	424d. Mr. Sirianni
			415d, Mr. Zola	425d Ms Alexander

## Spanish

See Joint Program of Literary Studies

## Theater Arts

## Objectives

The Master of Fine Arts Program in theater arts is designed both to train and to educate—to develop skilled craftsmen of knowledge and judgment about the arts.

Professionally oriented training is offered in three theatrical disciplines: Acting, Design and Dramatic Writing.

The production program provides extensive practical experience for all students on and behind the stages of the three Spingold theaters, where the actors act, the designers design and construct and the playwrights have the opportunity to see their accepted plays produced.

## Admission

The general requirements for admission to the graduate school, given in an earlier section of this catalog, apply to candidates for admission to this area of study. Please note, the GRE is not required for theater arts admission. Students apply for admission to one of the three disciplines and, in addition to the standard application procedures, acting applicants are seen in an audition/interview, design applicants attend an interview with portfolio evaluation and dramatic writing applicants submit one or more original play scripts for evaluation.

Acting and design auditions/evaluations are held at Brandeis and at other locations around the country. Information about these auditions/evaluations will be furnished by the department after applications have been received; materials from dramatic writing applicants will be reviewed after applications have been received.

Admission is granted for one academic year at a time. Students in residence must make formal application for readmission to the graduate school by March 1 for the following year.

## Faculty

Adjunct Professor Michael Murray, Director of the Theater Arts Program: Directing.

Adjunct Professor Nola Chilton: Acting and directing.

Professor James H. Clay: Directing. Theater history.

Adjunct Professor Karl Eigsti: Scenic design. Professor Martin Halpern: Playwriting and dramatic literature.

Professor Theodore L. Kazanoff: Acting and directing.

Adjunct Professor Patricia Zipprodt: Costume design.

Lecturer with the rank of Professor John Bush Joness Dramatic theory, literature and criticism. Associate Professor Robert O. Moody: Scene painting.

Associate Professor Maureen Heneghan Tripp: Costume design.

Assistant Professor Donna B. Aronson: Voice and speech. Lecturer William Anderson: Lighting design.

Lecturer **Alexander N. Davis:** Voice and speech.

Lecturer Sue Ellen Kuzma: Singing.

Lecturer Robin Wiseman: Costume rendering. Artist-in-Residence Susan Dibble: Movement for the

Artist-in-Residence Daniel Gidron: Acting and directing.

Artist-in-Residence Barbara A. Harris: Stage management.

Artist-in-Residence Theodore Janello: Technical direction. Artist-in-Residence
Denise
Loewenguth:
Costuming.

Artist-in-Residence Annie Loui: Movement. Style.

Artist-in-Residence Leslie Taylor: Scenic techniques.

Ms. Kuzma

The acting faculty provides close supervision

of class and performance work for first-year

actors; second- and third-year actors are the core of the acting company for mainstage and

Second and third year actors are required to

audition for and play as cast in all major productions, unless excused by the chairman

after consultation with the director.

First-year actors are not cast in major productions until the second semester.

other production activities.

Actors are required to serve on a crew for one major production each year (about 60 hours); normally this crew may not be for a play in which the student is also performing. Students are expected to help on crew whenever they have time, regardless of formal credit.

Design

All graduate design students will have the opportunity to be involved in production work as design assistants or designers during the course of the three-year program. This program is progressive from year one to year three beginning with basic design and crew work and ending with total production design responsibilities. Production assignments are given each year based on the design students' ability and desire, and consultation with the faculty.

Dramatic Writing

Dramatic writing students are required to serve on two crews each year (about 120 hours). They are also required to participate in the preparation of any studio, workshop or major production of their plays mounted during the time they are in residence, and this counts as one crew. In rare instances, acting in a major production may count as one crew.

# Courses of Instruction

Programs of Study

Acting

Required Courses for First-Year Actors		Required Courses for Second-Year Actors			
Theater Arts 201d. Seminar in Dramatic Theory, Method, Literature	Usually offered every year. Mr. Jones	Theater Arts 204d. Advanced Acting Studies II	Continuing work in exploration of process which integrates self and text through study of Laban, Chekov and techniques which help actor objectify emotion. Scoring now includes through-line and overall objective. Scenes from all of dramatic literature.		
Theater Arts 203d. Advanced Acting Studies I	Usually offered every year.  Messrs. Gidron, Kazanoff and Murray		Usually offered every year.  Messrs. Gidron and Kazanoff, Ms. Chilton		
Theater Arts 205d. Speech 1	Usually offered every year. Mr. Davis	Theater Arts 206d. Speech II	Usually offered every year. Mr. Davis		
Theater Arts 207d. Movement for the Actor I	Includes regular fencing classes.  Usually offered every year.  Ms. Dibble	Theater Arts 208d. Movement for the Actor II	Includes regular classes in fencing when available.  Usually offered every year.		
Theater Arts 209d. Voice/Speech Studies for the Actor I	Includes regular classes in singing and Alexander Technique. Usually offered every year. Ms. Aronson	Theater Arts 210d. Voice Studies for the Actor II	Ms. Dibble  Includes regular classes in singing and Alexander Technique.  Usually offered every year.  Ms. Aronson and Mr. Davis		
Theater Arts 225d. Production Laboratory I  Theater Arts 233d.	Usually offered every year.  Mr. Janello  Group tutorial.	Theater Arts 226d. Production Laboratory II	Usually offered every year. Mr. Janello		
Singing I	Usually offered every year.				

Group tutorial. Usually offered every year. Ms. Kuzma	Theater Arts 219d. Lighting Design and Mechanics I	Laboratory fee to be arranged.
Ms. Kuzma		Usually offered every year.
		Mr. Anderson
for Third-Year Actors	Theater Arts 221d.	Usually offered every year.
	Costume Studies, Basic Drawing and	Mr. Wiseman
Includes a weekly scene workshop.	— Perspective Drawing	
Usually offered every year.		
Ms. Chilton		Laboratory fee to be arranged.
	_	Usually offered every year.
		Mr. Janello
Usually offered every year.	Thester Arts 225d	Usually offered every year.
Ms. Dibble	Production	
Includes regular classes in singing and	Laboratory I	Mr. Janello
Alexander Technique.	Theater Arts 230d.	Laboratory fee determined by enrollmen
Usually offered every year.	Life Drawing I	Usually offered every year.
Ms. Aronson and Mr. Davis		Mr. Moody
II II 60 I		<u> </u>
	Theater Arts 237d. Design Production I	Design students assist in the areas of production: scenic arts, props, hair and
reening I dealey		make-up, millinery, costume and lighting
Usually offered every year.		Usually offered evey year.
Mr. Davis		Design Faculty
	<ul> <li>Required Courses</li> </ul>	s for Second-Year Designers
Mr. Janello and Staff	1	
, garono ana otar	Theater Arts 212d.	Usually offered every year.
Usually offered every year.	Scenic Design II	Mr. Eigsti
Ms. Kuzma	m + 0101	XX 11 00 1
	Theater Arts 218d. Costume Design II	Usually offered every year.
for First-Year Designers		Ms. Zipprodt
Usually offered every year.	Theater Arts 220d.	Laboratory fee to be arranged.
Mr. Jones	Lighting Design II	Usually offered every year.
		Mr. Anderson
Usually offered every year.	Theater Arts 993d	Usually offered every year.
Mr. Eigsti and Ms. Taylor	Scene Painting I	
		Mr. Moody
Laboratory fee to be arranged.	Theater Arts 224d.	Laboratory fee to be arranged.
Usually offered every year.	Stage Mechanics	Usually offered every year.
Ms. Loewenguth		Mr. Janello
Usually offered every year.	Theater Arts 226d	Usually offered every year.
	Production	Mr. Janello
	Usually offered every year.  Ms. Chilton  Tutorial.  Usually offered every year.  Ms. Dibble  Includes regular classes in singing and Alexander Technique.  Usually offered every year.  Ms. Aronson and Mr. Davis  Usually offered every year.  Acting Faculty  Usually offered every year.  Mr. Davis  Mr. Janello and Staff  Usually offered every year.  Ms. Kuzma  for First-Year Designers  Usually offered every year.  Mr. Jones  Usually offered every year.  Mr. Jones  Usually offered every year.  Mr. Ligsti and Ms. Taylor  Laboratory fee to be arranged.  Usually offered every year.  Ms. Loewenguth	Usually offered every year.  Ms. Chilton  Theater Arts 222d.  Theater Arts 222d.  Theater Arts 225d. Production Laboratory I  Theater Arts 225d. Production Laboratory I  Theater Arts 230d. Life Drawing I  Theater Arts 230d. Life Drawing I  Theater Arts 237d. Design Production I  Usually offered every year.  Mr. Davis  Required Courses  Mr. Janello and Staff  Theater Arts 212d. Scenic Design II  Usually offered every year.  Ms. Kuzma  Theater Arts 218d. Costume Design II  Theater Arts 220d. Lighting Design II  Theater Arts 223d. Scene Painting I  Theater Arts 223d. Scene Painting I  Theater Arts 224d. Stage Mechanics  Theater Arts 224d. Stage Mechanics  Theater Arts 226d. Production Laboratory fee to be arranged. Usually offered every year.  Ms. Loewenguth  Theater Arts 226d. Production

•••	Theater Mes		
Theater Arts 227d. Sketching and Rendering I	Usually offered every year.	Theater Arts 246d. Lighting Design III	Usually offered every year.  Mr. Anderson
Section A:	Costume Rendering Ms. Newhall	Theater Arts 310b.	The graduate design thesis is a full-scale
Section B:	Set Rendering Mr. Moody	Thesis Projects	project which grows out of the periodic portfolio reviews. It may be either a realized or nonrealized project.
Theater Arts 228d.	Laboratory fee to be arranged.		Design Faculty
Scenic Crafts	Usually offered every year.	Theater Arts 325d. Production	Usually offered every year.
	Mr. Moody	Laboratory III	Mr. Janello and Staff
Theater Arts 232d.	Usually offered every year.	Required Course	s for First-Year Playwrights
Construction	Ms. Loewenguth	Theater Arts 201d.	
Theater Arts 235d.	Usually offered every year.	Seminar in	Usually offered every year.
History of Costume and Decorative Arts		Dramatic Theory, Method, Literature	Mr. Jones
Theater Arts 238d.	Design students will serve as assistants to the	Theater Arts 215e. Workshop in	A double-credit course.
Design Production II	designers in the areas of scenery, costumes and lighting.	Dramatic Writing 1	Usually offered every year.
	Usually offered every year.		Mr. Halpern
	Design Faculty	Theater Arts 225d. Production	Usually offered every year.
Required Courses	s for Third-Year Designers	Laboratory: I	Mr. Janello and Staff
Theater Arts 239d.	Design students will be assigned shows to	In addition, one full-ye	ear elective course.
Design Production III	design in their specialized field of interest: scenery, costumes and lighting. In addition, assignments in scene painting, mask making, props and specialized costume accessories	Required Courses	s for Second-Year Playwrights
	will also be given to design students who have achieved an advanced craft skills level	Theater Arts 202d.	Usually offered every year.
	in the course of the three year program.	Seminar in Dramatic Structure	Mr. Jones
	Usually offered every year.  Design Faculty	Theater Arts 216e.	A double-credit course.
		Workshop in Dramatic Writing II	Usually offered every year.
Theater Arts 242d. Scenic Design III	Usually offered every year.		Mr. Halpern
	Mr. Eigsti	There 1 : 22(1	I.T 11
Theater Arts 243d.	Usually offered every year.	Theater Arts 226d.  Production  Laboratory II	Usually offered every year.  Mr. Janello and Staff
Costume Design III	Staff		
Theater Arts 244d.	Liquidly offered every year	Theater Arts 310b. Thesis Projects	Usually offered every year.
Costume Rendering II	Usually offered every year.  Ms. Newhall	·	Mr. Halpern
		In addition, one full-ye	ear elective course.
Theater Arts 245d, Draping/Costume	Usually offered every year.		
Crafts	Ms. Loewenguth		

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Theater Arts

Required Courses Theater Arts 300d. Independent Study	s for Third-Year Playwrights  Usually offered every year.  Staff	Theater Arts 190a. A Study of Acting Theory and Method as They Relate to Twentieth-Century Theater	Usually offered in odd years. Mr. Kazanoff
Theater Arts 315e. Workshop in Dramatic Writing III	A double-credit course.  Usually offered every year.  Mr. Halpern	Theater Arts 190b. A Study of Directing Theory and Method as They Relate to Twentieth-Century Theater	Usually offered in odd years. Mr. Kazanoff
	Usually offered every year.  Mr. Janello and Staff ear elective course.  following Theater Arts courses as electives as ses in other departments.	Theater Arts 213d. Directing	Usually offered every year. Mr. Murray

Theater Arts

Usually offered every year.

Ms. Harris

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Theater Arts 101c. Stage Management

## University Organization

#### Board of Trustees

Under Massachusetts law, the 50-member Board of Trustees is the governing body of the University. There are also four faculty representatives and three student representatives to the Board who participate in Board meetings and have votes on the several committees. The chairman of the Fellows, the president of the National Women's Committee, and the president of the Alumni Association serve ex-officio. Alumni elect annually an Alumni Term Trustee who serves as full voting trustee for a five-year term.

The President

The President, the chief executive officer of the University, is appointed by the Board of Trustees and is responsible for all University activities.

Chancellor Emeritus

Chancellor Emeritus of the University is an honorary title held by Brandeis' Founding President Abram L. Sachar.

University Fellows

University Fellows comprise about 400 national leaders from a broad base of business, educational and public life who lend counsel, expertise and support to University development and planning programs.

The President's Council

President's Councilors are leading men and women throughout the country whose skills and experience are placed at the disposal of the Brandeis president in areas of their special competence.

#### The Provost and Deans

The Provost and Dean of the Faculty, the chief academic officer of the University, supervises academic policy, undergraduate and graduate curricula, the faculty and its departments of instruction.

The Dean of the College of Arts and Sciences assumes responsibility for many areas affecting the academic lives of undergraduates, including curriculum development, advisory services and the academic progress of students.

The Dean of the Graduate School of Arts and Sciences oversees the individualized programs of study for scholars, scientists and artists in 20 disciplines.

The Dean of the Florence Heller Graduate School for Advanced Studies in Social Welfare oversees the academic activities of the University's first and only professional school and its work in such areas as health, aging, income and employment and minorities.

The Dean of Student Affairs is responsible for many areas of student life, including student activities, residence life, career planning and placement, health services and athletics.

## The Faculty Senate

The Faculty Senate, the elected representative body of the faculty, discusses such issues as academic freedom and responsibility, University policy, appointments, tenure, dismissal and salaries.

#### The Vice Presidents

The Executive Vice President for Finance and Administration oversees Brandeis' complete financial and administrative support operations. The major responsibilities include budgeting and planning, capital programs, endowment and investment management, library services, computer services, telecommunications, plant operations, employee relations, security, materials management, and community relations. The Executive Vice President also serves as principal liaison with the Budget and Finance, Investment and Facilities committees of the Board of Trustees.

The Senior Vice President for Development and Alumni Relations is responsible for directing the institutional relations of the University related to fundraising and alumni, including the National Alumni Association, regional alumni chapters and the Alumni Fund.

The Vice President for Communications and Public Relations is responsible for the University's communications, including such publications as the Brandeis Review, the Brandeis Reporter, newsletters and brochures and external relations, including media relations. She also serves as the University's principal legislative and federal relations officer and provides liaison with certain national organizations.

The Vice President and University Treasurer is responsible for the financial administration and business operations of the University and for endowment management, the controllership function and related financial programs.

The Vice President for Administrative Affairs is responsible for campus facilities, grounds and administrative operations.

## National Women's Committee

The National Women's Committee, now an organization of almost 60,000 members, has been a partner with the University since 1948. This volunteer organization gives its membership a wide range of educational offerings. These include unique study group programs with syllabi provided by Brandeis faculty; adult education seminars in local communities called "University on Wheels"; and special lectures by University speakers. The 126 chapters across the country are embassies of good will for the University. The central commitment of the Women's Committee, however, is to the Brandeis University libraries. Since it was founded by eight members in Boston, it has contributed nearly 30 million dollars in support of the libraries.

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The members of the Graduate Council of the Graduate School of Arts and Sciences are appointed annually by the President of the University. Members of the Graduate Council for 1988-89 are:

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